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University of the State of New York

Division of Educational Extension
(Home Education Department)

Bulletin 34

EXTENSION TEACHING 20

REPORT ON EXTENSION TEACHING 1899

	PAGE		PAGE
Outlook	621	Wyoming	653
Phases	622	Colorado	653
Financial side	623	California	653
Students' meetings	624	England	654
Training of extension workers	624	Spain	657
Syllabuses	625	Denmark	658
University credit for extension work	626	Australia	658
Publication	627	Institutes	658
Future	627	Brooklyn institute of arts and sciences	658
		New York: Cooper union	659
Appendix		Correspondence teaching and reading circles	659
Extension courses	629	Schools in New York	660
Extension teachers	629	Buffalo	660
Centers in New York	634	Chautauqua	660
Centers outside New York	647	Ithaca	661
Maine	647	New York city	661
Massachusetts	647	Schools outside New York	661
Rhode Island	648	Pennsylvania	661
Pennsylvania	648	Washington D. C.	661
New Jersey	650	Florida	662
Maryland	650	Indiana	662
Florida	650	Illinois	662
Indiana	651	Michigan	664
Illinois	651	Wyoming	664
Wisconsin	652	Index	666
Iowa	653		
Kansas	653		

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Home Education Department

Bulletin 34

EXTENSION TEACHING 20

REPORT ON EXTENSION TEACHING 1899

To the regents of the University

For the year ending Sep. 30, 1899, I have the honor to report as follows on extension teaching.

Outlook. Though extension teaching and allied work is not following exactly the lines that most of its promoters expected, it has as a whole many encouraging features. In our own country the American society reports more courses given and a larger attendance than in 1898. At the University of Chicago the work in the lecture-study department was somewhat less than in 1898, but the decrease was more than balanced by greater activity in the class-study and correspondence-study departments. It is also shown that the average of the last three years is larger than that of the three years preceding and a rhythm in the lecture movement based on the figures given is suggested. Other universities are carrying on extension work with varying success.

In New York state the greatest development has been in study clubs, traveling libraries and traveling pictures, and in New York city in free lectures to the people given under various auspices.

In England, Cambridge, Oxford and the London society report steady progress. Liverpool has just established a society in connection with Victoria university. Cambridge and Oxford note a good increase in 12 and 24 lecture courses as compared with shorter ones. At Oxford the number of sessional certificates awarded rose from 301 in 1898 to 543 in 1899. At the summer meeting increase in attendance and in number of centers represented was very satisfactory. Oxford reports the es-

tablishment of centers in many of the smaller towns and calls attention to the fact that her audiences are representative of all classes. Cambridge is adding practical laboratory work to scientific courses.

On the other hand some of our universities where extension courses were begun with much hope have felt obliged to discontinue them, while in England Victoria university reports considerable decrease from last year, that in turn showing a decrease from the year before. The report makes no comment except a suggestion as to lack of funds. In our own universities the principal difficulties, besides financial ones, seem to be lack of organization and need of specially trained lecturers. University professors, though often willing to do the work, have little time to spare and many lack aptitude for the peculiar requirements of extension teaching. The University of Chicago, for instance, asks for more permanent organization, for greater flexibility in courses and methods and for men who can make this their life work.

Phases. Our greatest hope lies in the many forms which the work is taking. Some have developed from "university extension" and some have grown out of earlier forms of educational extension. In our own state we have in New York city the free lectures to the people; the People's institute, drawing large audiences to lectures on present day problems; the People's university extension society, giving instruction to the poorer classes on such practical topics as civics, health and cooking; Cooper union with its free night schools in science and art and its great hall from whose platform so many lectures are given under its own auspices and those of other institutions; and, across the river, the remarkably extensive and successful work of Brooklyn institute of arts and sciences, adding to its several schools the educational work of the museum. No other institution in America covers this great field so thoroughly and we constantly quote Brooklyn as our best type of an all embracing home education center for a populous district.

Over the state in the towns and smaller cities, with the central organization in the home education department, has been a remarkable development of study clubs, and the use of traveling libraries and pictures. Over 400 study clubs are registered and 564 traveling libraries were sent out in 1899. Cornell has now enrolled over 10,000 farmers in its extension reading course and has distributed over 600,000 pages of leaflets to farmers, teachers and children. Chautauqua and the Catholic reading circle union increase their membership from year to year.

In New York, California, Wisconsin and other states institutes are held specially for the farmer. Many city boards of education are cooperating

with other institutions to give free lectures. Some public libraries are also establishing free lectures. Many already strong institutions, such as Lowell institute and 20th century club, Boston, Cooper union and Brooklyn institute in New York are adding extension teaching to their field. The Chicago record's Home study circle under direction of Prof. Seymour Eaton continues its lessons in common school and higher studies in the columns of a syndicate of leading daily papers in all sections of the United States. In several universities without regular organization of the work, professors are willing to give courses or single lectures. Stetson university of De Land (Fla.) offers general assistance in an informal way on any subject. University of Wyoming shows similar liberality and offers to plan reading courses, give advice or information to home students, classify specimens of plants and in various ways to be the educational guide and friend of aspirants who can not attend the university.

Financial side. As was to be expected, the development of these recent methods has brought new problems, to many of which the solution is not yet wholly clear. One is the question of cost. Brown university takes the ground that the important thing is to keep the standard of teaching high and to this end numbers in classes must be smaller. It recommends charging \$3 instead of \$1 for course tickets, so that 35 instead of 100 in a class will pay ordinary expenses, the lecturer's charges being usually \$100. Obviously this is the best plan if the fee does not shut out persons who need the assistance. Experience in public libraries proves that a fee of even \$1 a year is prohibitive to many, circulation rising usually three to fivefold when facilities are made entirely free. At the other extreme, University of Wyoming gives the services of lecturers outright, charging to centers only traveling and local expenses.

In correspondence teaching, schools on a commercial basis usually allow payment either in cash or instalments, charging more in the latter case. This introduces the objectionable methods of the store, but is better than no effort to reach those with incomes so small that money for self improvement can be spared only a little at a time and thousands are getting through this means intellectual stimulus and guidance not otherwise obtainable. The time however is near when money can no more be made out of helping the poor to an education than out of philanthropic or religious work. Those giving their time to extension teaching are of course entitled to proper compensation, but the speculative element by which some individual or company by skilful management can have a handsome profit after paying salaries and other expenses is a thing radi-

cally wrong in education. In scattered cases the principle may properly survive, just as a few moneymaking select schools still flourish in competition with tax supported high schools, but they will be only enough to prove the rule; and as the tax supported public library has done away with the "circulating" libraries carried on for gain, we shall soon have all forms of extension teaching in charge of permanent institutions with an educational reputation and supported by endowments or public money, so that the field will no longer attract those whose interest is in income rather than in extending educational opportunities.

Students' meetings. There is need for some form of central summer meeting, where the most promising candidates from different sections of the state can get for a few weeks the advantages of laboratories, libraries and the university atmosphere. Such students should be assisted as they are in England, by relieving them, if not of all, at least of part of their necessary expenses. A single month in such surroundings is enough to change the whole life of some man or woman who gets the broader outlook and inspiration to persevere in his educational work, so much more difficult to those denied the advantages of the ordinary teaching institutions. Probably such a gathering must be connected with one of the university summer schools in order to utilize its plant and facilities, and it is matter of great congratulation to those who have for years been loyal to the idea of home education, to see most of the prominent universities of the country finally recognize various phases of the work as within their proper province and deserving the support which can be given only where the income of educational endowments is available.

Training of extension workers. Another idea not yet successfully worked out is a meeting designed specially for teachers in this field, what we might call the home education institute. Some experiments have been tried but we have not yet found exactly the right solution. Workers are at present so few and so scattered and the money available so limited, that we must perhaps wait a little longer, but we shall never accomplish the best work till there are opportunities for developing an esprit de corps, for utilizing one another's experience and for special training for such a life work. It is only within about a dozen years that we had a school for training librarians. The normal school and teachers institute are very modern inventions as compared with schools. In the natural growth of the home education idea we shall profit by experience in allied fields and so reach much sooner the stage of institutes and training classes, which will enable those who take up the work as a profession

to accomplish more quickly the maximum amount of good with the time and strength they can give.

Syllabuses. The most costly help for home students is of course the personal teacher. Next in efficiency and in cost is work by correspondence. I look for the best results eventually when a teacher or inspector can go to a given locality once or twice a year, give a class the inspiration that comes from face to face meeting, start them fairly on a new subject and then supplement this work by correspondence, but chiefly through printed syllabuses, lesson papers and suggestions.

Meanwhile, till we can have correspondence and personal extension teaching largely endowed, the means affording greatest good at least cost and therefore that on which we must rely chiefly for some time is printed guides. These should contain all the aid that can be given in print on sequence and relations of topics, selection of books and practical suggestions for reading and study. With this end in view we shall as rapidly as practicable revise and improve the syllabuses already issued by the home education department and add to their number till every important topic which a study club would be likely to select has a printed syllabus. The chief fault at present is their meagerness because prepared with the idea that the author was to supplement them in his lectures. In revising we shall consider more the needs of individual students or the little group unable to afford a teacher but anxious to get as much of his help as he can give them in print. Some admirable work of this kind has already been done. Every year we shall learn by experiment and close observation how to improve the method.

We propose therefore to ask the best teacher available in the state for each important topic to serve as our adviser on this home education work. On his opinion we shall largely lean on all questions in his department where we need the advice of an expert. We realize fully that the men we want are the busy men whose time is valuable and we shall try to spare them all questions and calls for time that can be attended to by others. Unfortunately there is no fund from which direct payment can be made for such services, but as some return for the assistance given, each adviser will be entitled to extra privileges in borrowing books and in utilizing the state library's great facilities, besides having the honor of selection for the place and the satisfaction of the great practical usefulness of the work done. He will also be entitled to copies of our numerous publications and to as many extra copies of any syllabus which he may prepare or edit as he may require for friends or students. We shall also buy for the state library any material which it may lack

on these subjects, so that each adviser will have privileges which will make it not only an honor, but a practical advantage to accept appointment.

University credit for extension work. The questions often raised about the value to be given to university extension courses in college credits or in licensing systems, require a statement of the position we have always taken. Extension teaching carried out according to the theory we have always promulgated, with inspirational lectures, an after meeting for questions and conferences, guided reading, paper work, a class before the lecture for elucidation of difficulties and discussion, and finally an examination, is a method educationally sound, of the greatest practical value and capable of producing results worthy of credit in any university system. But this method is very seldom followed even with approximate fulness and results are of course not entitled to the credit which they would deserve under faithful application of the system. The home education department has never required the centers to maintain all these factors as a condition of registration. We have put on our list any center that followed a single subject for 10 consecutive weeks. As a result the great majority of attendants of these courses are what we call "auditors" rather than students. It is much better than desultory lectures on a different subject every week. Auditors do learn something and many are stimulated to read and think more than by the old system, but they have no claim whatever to university recognition for a thorough course of instruction, and we have never for a moment suggested the justice or desirability of such recognition. To do so would be to discredit our own educational standards and would harm rather than help extension students by conveying the impression that extension teaching offered an easier road to sound scholarship. It offers to that limited number of students willing to give the time and do the hard work required, the only practicable road, because by the extension method they can complete a course evenings and holidays while engaged in positions that would not allow attendance on regular university courses.

In some cases authorities have given deserved credit for these courses because they knew the particular course and teacher and the thoroughness with which the work was done. In other cases credit has similarly been given through good nature, when the authorities knew perfectly well that the amount of work really done did not deserve the credit amiably accorded. This has been really an excuse for modifying somewhat stringent requirements by accepting extension work on terms which really meant

omitting a part of the requirements, just as a library having books for exchange, which it is not authorized to distribute free, will accept in exchange books which it really values at little or nothing, but which enable it to carry out its rule of "no free distribution."

Beginning with the new century, we should offer to inspect and register any centers which maintain full extension work, so that the credentials earned by them might be duly credited, but credit certainly could not be properly asked for the work usually done in our extension centers. On the other hand it would be most unfair if the many centers which have done admirable popular work of a grade much higher than the old desultory lyceum lectures were to receive no recognition because they have not done still better and brought their work up to a university level. At present, when asked how much recognition completion of an extension course deserves, we always say that it depends entirely on the course, the teacher and the student; or that it should be measured exactly like the results of any other study at home. Any home study is to be encouraged, but till a more thorough system of recording results is in operation, it is quite impossible to give any rule for credit which may be applied without examination into each individual case.

Publications. The following bulletins, syllabuses and circulars were printed during year.

	Copies	Pages	Price postpaid
<i>Bulletins</i>			
28 Report of extension teaching division 1898	2 000	30	5c
30 Report of summer schools division 1899	1 000	48	5c
<i>Syllabuses, containing bibliographies</i>			
78 Curtis, Mrs J. K. Romeo and Juliet,....	1 500	32	5c
79 — Coriolanus,.....	1 500	36	5c
Reprints of syllabuses 37, 65, 77,.....	5 800	108	....
List of extension teachers (Circular 36),.....	600	46	....
Extension publications (Extract from Hand- book 6),.....	300	24	3c

Future. The most hopeful sign in connection with extension teaching is the rapidity with which it is being recognized by established colleges and universities. There is no longer any doubt of the practical educational value of the system. Where any proper amount of time, money and ability is fairly given the reports are most encouraging. We could expect nothing but partial or complete failure when, as has so often happened, the venture has been left to run itself without adequate men or

money. Experience has amply justified the method, but no one believed that it was so marvelous that it could maintain itself without support. We must repeat in this third great phase of education the experience of schools and libraries, by giving help from the public treasury, but only where the locality or people specially interested will cooperate practically by raising at least an equal amount. This method has proved wisest with schools and libraries and will doubtless apply equally to home education activities. The theory is confirmed by the great success of such work as that of the University extension college at Reading, which has each year proved more fully its value, and won a larger official recognition from Oxford, which has now affiliated it, while the educational department recognizes it as a training college. Denmark has given a subsidy to assist such work.

We are studying the experiments not only of our own state but of other states and countries, and are greatly encouraged as to the future when we see that as a whole the progress of the new movement is perhaps greater than could reasonably have been hoped. In New York, extension teaching is centered chiefly in cities. University of Chicago reports decrease in cities with growth in country districts. The practical good now accomplished in this work and the promise of the greater amount possible with some financial assistance establish its claim to the same treatment accorded other educational institutions and we believe that when the needed guidance can be given as freely as similar opportunities are now offered in schools and libraries, the field in both city and country will be found almost limitless.

Respectfully submitted

MELVIL DEWEY

Director

Appendix

EXTENSION COURSES

Extension teachers. The University lists now include 98 lecturers, offering 201 courses. 13 lecturers and 27 courses have been added since the last report of changes; 81 names and 154 courses have been dropped. Circular 36 gives the list as it now stands.

LECTURERS ADDED

LOUIS BEVIER JR, *professor of Greek language and literature*, Rutgers college, New Brunswick, N. J.

B.A. Rutgers 1878, M.A. 1881; Ph.D. Johns Hopkins 1881; fellow in Greek, Johns Hopkins 1879-81; university student in Germany 1881-82; American school at Athens 1882-83; instructor in French, Rutgers 1883-85, adjunct professor of modern languages 1885-87, professor of modern languages 1887-93, professor of Greek language and literature 1893- , secretary and treasurer of extension department 1891; member Modern language association of America, American philological association; author *French grammar*.

English and American poets of 19th century: 1 Alfred Tennyson; 2 Elizabeth Barrett Browning; 3 Dante Gabriel Rossetti; 4 William Morris; 5 Algernon Charles Swinburne; 6 Robert Browning; 7 William Cullen Bryant; 8 John Greenleaf Whittier; 9 Henry Wadsworth Longfellow; 10 Oliver Wendell Holmes; 11 James Russell Lowell; 12 Sidney Lanier.

Port Jervis

Greek poets: 1 Evolution of Greek literature; 2 External dress of Greek poetry; 3 Homer and the Homeric question; 4 Iliad and the Odyssey; 5 Rise of lyric poetry; 6 Pindar; 7 Greek theater, actors and acting; 8 Rise of the drama; 9 Aeschylus; 10 Sophocles; 11 Euripides; 12 Aristophanes and Greek comedy.

FREDERICK R. BURTON, Yonkers, N. Y.

B.A. Harvard 1882; member Society of American musicians; author newspaper articles on music, and several novels.

Evolution of song: 1 Origin and development of the popular song; 2 George Frederick Handel; 3 Mozart and Bach; 4 Haydn and Reichardt; 5 Gluck, Weber and Marschner; 6 Franz Schubert, greatest of song writers; 7 The man Beethoven; 8 Schubert's successors: Schumann, Mendelssohn and Franz; 9 Contemporary song writers of Europe; 10 Song in America

JOHN R. COMMONS, 308 S. 7th av. Mt Vernon, N. Y.

Graduate student, Johns Hopkins 1888-90; M.A. Oberlin 1890; tutor of political economy, Wesleyan 1890-91; associate professor of political economy, Oberlin 1891-92; professor of political economy, Indiana 1892-95; professor of sociology, Syracuse 1895-99; member American economic association; author *Distribution of wealth*, 1893, *Social reform and the church*, 1894, *Proportional representation*, 1896, also numerous magazine articles.

City government: 1 Population and suffrage; 2 Legislation of political parties; 3 Home rule for cities; 4 Municipal administration; 5 Direct legislation; 6 Municipal council; 7 City schools; 8 City monopolies; 9 Public works; 10 Taxation.

Syracuse

Social problems: 1 Freedom of labor; 2 Poor laws; 3 Heredity and degeneration; 4-5 Inebriety; 6 Poverty and pauperism; 7 Crime and reformation; 8 Child saving and prevention; 9 The home; 10 Social settlements and institutional churches.

Syracuse

Sociology: 1 Biologic basis of society; 2 Psychic basis of society; 3 Beliefs and property; 4 Institutions; 5 Sovereignty of the state; 6 Religion; 7 Rights; 8 The state and rights; 9 Personal aim; 10 The social opportunity.

Syracuse

ELIZABETH H. DENIO, 17 Rutgers st. Rochester, N. Y.

Mount Holyoke 1866; Ph.D. Heidelberg 1898; professor of German and history of art, Wellesley 1885-96; author *Life and work of Nicolas Poussin*.

Modern art: 1 Art in France before the 19th century; 2 Classicism; romanticism; realism; 3 Landscape art; the impressionists; 4 Recent paintings and present tendencies; 5 Art in England before the 18th century; William Hogarth; 6 English painting to 1850; Pre-Raphaelites; 7 Painting in England since 1850; the Scotch school; 8 Classical reaction in Germany; the Nazarenes; 9 Romanticism; pictures of peasant and village life; 10 Realism; religious art; modern problems.

W. B. ELKIN, 388 St Nicholas av. New York.

B. A. Manitoba 1889; Ph.D. Cornell 1894; fellow in philosophy, Cornell 1890-91; acting professor of philosophy, Indiana 1891-92; acting professor of philosophy, Colgate 1894-95; student in Germany 1895-96; instructor in psychology, Teachers college, Columbia 1898-

Psychology: 1 Introduction; 2 Consumption; 3 Production; 4 Organization of the factors of production; 5 Exchange and monopoly; 6 Money;

7 Bimetallism; 8 International trade; 9 Distribution of wealth; 10 Wages system; 11 Socialism; 12 Economic functions of government.

New York college settlement

CLYDE FURST, *lecturer in literature*, American society for the extension of university teaching, 111 S. 15th st. Philadelphia, Pa.

Ph.B. Dickinson college 1893, M.A. 1896; graduate student Johns Hopkins 1893-97; secretary of Levering hall, Johns Hopkins 1894-97; lecturer in literature, American society for the extension of university teaching 1897-; contributor to *The citizen*, *Modern language notes*, *Germanica Americana*.

Greater American poets of the 19th century: 1 Longfellow; 2 Whittier; 3 Bryant; 4 Emerson; 5 Holmes; 6 Lowell; 7 Poe; 8 Taylor; 9 Whitman; 10 Sidney Lanier.

New York

Greater English novelists of the 19th century: 1 Scott; 2 Bulwer-Lytton; 3 Thackeray; 4 Dickens; 5 George Eliot; 6 The modern novel.

New York

EDWARD HOWARD GRIGGS, 26 Kenmore place, Brooklyn, N. Y.

B.A. Indiana 1889, M.A. 1890; instructor in English literature, Indiana 1889-91, professor of literature 1892-93; assistant professor of ethics, Leland Stanford jr 1891-92, professor of ethics 1893-94. 1896-97, professor of education 1897-98; lecturer, Farmington (Ct.) school of philosophy, Glenwoll (N. Y.) school of the culture sciences, Coronado Beach (Cal.) summer school, Teachers institutes, Leland Stanford jr university extension courses.

Cities of Italy and their gift to civilization: 1 History of Italian cities; 2 Naples and the meeting of Greece and Italy; 3 Ancient Rome; 4 Medieval Rome; 5 Modern Rome; 6 Venice; the occident and the orient; 7 Assisi and the spiritual renaissance; 8 Walk in Florence; 9 Florence and the renaissance; 10 Conclusion; the gift of Italy to civilization,

Divine comedy of Dante: 1 The medieval world; 2 Life of Dante; 3-4 Problem of the *Divine comedy*; Inferno; 5-7 Purgatorio 1-26; 8 Terrestrial paradise; Purgatorio; 9 Paradiso; 10 Beatific vision; Paradiso.

Educational study of autobiography.

Ethics of personal life.

Göthe's *Faust*: 1 Introduction; life of Göthe; 2 Prelude on the stage and prologue in heaven; 3 Faust problem; the inner world, scene 1; 4 The outer world, scene 2; 5 Mephistopheles and the compact, scenes 3-4; 6 Auerbach's cellar and the witches' kitchen, scenes 5-6; 7 The

Margaret story, scenes 7-11; 8 Faust and Margaret, scenes 12-15; 9 Tragedy of Margaret, scenes 16-20; 10 Expiation of Margaret and conclusion of part 1, scenes 21-25.

Italian renaissance.

Moral leaders of history: 1 Moral leaders and the progress of civilization; 2 Buddha; 3 Socrates; 4 Christ; 5 Mohammed; 6 St Francis of Assisi; 7 Savonarola; 8 Luther; 9 Giordano Bruno; 10 Emerson.

Philosophy of art.

Shakspere: 1 Elizabethan age; 2 Early works of Shakspere; 3 *Merchant of Venice*; 4 Roman tragedies; 5 *Hamlet*; 6 *Othello*; 7 *King Lear* and *Macbeth*; 8 Later comedies; 9 *Tempest* and *Winter's tale*; 10 Humanity of Shakspere.

Tennyson and Browning: 1-5 Tennyson: 1 Introduction; the spiritual function of modern poetry; 2-3 *In memoriam*; 4 *Holy grail* and *The passing of Arthur*; 5 Expression of Tennyson's philosophy in brief poems; 6-10 Browning: 6 *Rabbi Ben Ezra*; 7 *Abt Vogler*; 8 *Andrea del Sarto*; 9 *Cleon*; 10 *Saul*.

Types of womanhood studied from autobiography.

WELLAND HENDRICK, *instructor in history*, New York training school for teachers, New York. *Address* 85 W. 118th st. New York.

B.A. Colgate 1880, M.A. 1883; author *Brief history of Empire state*.

Dutch republic and its American colony: 1 Beggars of the sea; revolt of the Netherlands; 2 William of Orange; rise of the Dutch republic; 3 John of Barneveldt; Holland mistress of the seas; 4 Peter Stuyvesant; Dutch rule in America; 5 Sir William Johnson; the struggle for the Mohawk valley; 6 John Jay; period of transition; 7 De Witt Clinton; New York the Empire state; 8 Horace Greeley; New York in the middle of the century; 9 Cooper, Irving and Bryant; New York in story and song; 10 The Dutch and their colony in the making of America.

CHARLES FLINT MCCLUMPHA, *assistant professor of English literature*, University of Minnesota, Minneapolis, Minn.

B. A. Princeton 1885, M.A. 1888; Ph.D. Leipzig 1888; instructor in English language and literature, Bryn Mawr 1888-89, associate professor of English literature 1889-91; assistant professor in English literature, New York university 1891-94; professor of English literature, Ripon college, Ripon, Wis. 1894-95; assistant professor in English literature, University of Minnesota 1895-; member Modern language association, American dialect society.

English literature: 1 Old English (Anglo-Saxon) literature; 2 New English poetry, Chaucer; 3 Marlowe's *Doctor Faustus*, the story in

dramatic literature; 4 Supernatural element in Shakspeare's *Hamlet*; 5 Hawthorne's *Scarlet letter*, the supernatural element; 6 George Eliot's *Silas Marner*, a story in realism; 7 Henry James's *Bostonians* and W. D. Howells's *Hazard of new fortunes*, as social studies; 8 Matthew Arnold as a literary critic; 9 James Russell Lowell as a poet and essayist; 10 Robert Browning.

Ballston, Albany

JOHN ANGUS MACVANNEL, *assistant* Columbia university, New York; *instructor*, Pratt institute, Brooklyn; *lecturer*, Brooklyn institute of arts and sciences. *Address* 9 Montague terrace, Brooklyn, N. Y.

B.A. Toronto 1893, M.A. 1894; Ph.D. Columbia 1898; scholar in philosophy, Cornell 1894-95; fellow in philosophy, Columbia 1895-96, assistant to professor of philosophy and education 1896- ; instructor in psychology and history of education, Pratt institute 1897- ; lecturer in education, Brooklyn institute of arts and sciences.

Aim and practice of education: 1 Postulates of education; 2 Materials of education; 3 Plastic period of childhood; 4 Two great teachers of the personal life; 5 What knowledge is of most worth? 6 Principles of intellectual development; 7 Place of the emotions in the life of the individual; 8 Training of will and character; 9 Ancient and modern education; 10 Self-realization and the social idea.

GEORGE W. VAN SICLEN, Cornwall, N. Y.

B.S. College of the City of New York 1857, M.S. 1860; LL.B. Columbia 1867; teacher and vice-principal New York city grammar schools 1857-67; founder Title guarantee and trust co. of New York; member Netherlands literature society of Leyden, Zeeuwsch genootschap der wetenschappen te Middleburg, Holland, American historical society; author *Guide to buyers and sellers of real estate*, *Analytical index to real property law of New York*, *Commentaries on the negotiable instruments law of New York*, *Bearing of Greater New York charter on real estate*.

Law: 1-2 Law generally; 3 Persons; 4 Personal property; 5 Contracts; 6 Negotiable instruments; 7 Partnership; corporations; 8 Real property; 9 Real property law of New York; wills; 10 Constitutions of New York and United States; international law.

GEORGE A. WATROUS, *department of English*, Utica academy, Utica, N. Y.

B.A. Hamilton 1894, M.A. 1897; academic department of English, Polytechnic institute, Brooklyn 1894-96; Siglar school 1896-97; member Brooklyn ethical society; honorary member Binghamton academy of science; editor *Selections from Dryden, Burns, Wordsworth and Browning, Three narrative poems*.

Studies in American literature: 1 American literature before the revolution; 2 The "father of American literature"; 3 Our first great

poet; 4 Our novelists; 5 *The raven* and its author; 6 The awakening and the transcendentalists; 7 Whittier and Longfellow; 8 American orators; 9 Some neglected names; 10 Prose and verse of today.

CHARLES F. WINGATE. 119 Pearl st. New York.

Superintendent and lecturer New York trade school; secretary National sanitary association; member Sanitary reform society; acting chairman first tenement house commission; secretary Sanitary protective league; secretary and founder Twilight club and Twilight park in the Catskills; vice-president Social reform club; supervisory director international health exhibition; former editor *Sanitary engineer*; author magazine articles on sanitary topics.

Homes as they are and as they should be: 1 The city house; 2 The country house; 3 Warming and ventilation; 4 What everyone should know about domestic sanitation; 5 Sanitary progress of the century; 6 Tenement house problem.

CENTERS IN NEW YORK

New York state. The tendency of extension teaching to thrive in cities rather than in the smaller towns and villages as noticed in the last report has this year been still more marked. During the past year 216 courses¹ have been maintained at 12 centers in this state. The Brooklyn institute of arts and sciences gave about 40 courses and classes under the institute extension plan. The Brooklyn Y. M. C. A. continued its 10 class-courses, which were largely attended by working men. At Gloversville Mr A. L. Peck, public librarian, conducted a class for young men for study of practical economic questions as outlined in home education dep't syllabus 31, giving special attention to socialism; Miss Inez McClymonds held a class twice a month in the study of art, and Miss Mulholland a United States history class. At Rochester Prof. J. H. Gilmore gave a series of critical readings from the English poets similar to his course in the University of Rochester. A course on the Great nations of Europe and their relation to the United States was given at Sing Sing by Prof. A. M. Wheeler. Besides this course, one lecture on paleontology and another on the credibility of miracles were given by Prof. William L. Rice of Wesleyan. The Syracuse center has completed its sixth year on Shakspeare under direction of Mrs Jessie K. Curtis. At Tarrytown a six lecture course on astronomy was given by Garrett P. Serviss, to an audience averaging 330.

The Albany university extension center, which for so many years has had one or more full courses of lectures, this year announced early in the

¹ 71 of these courses were given by the People's university extension society and averaged about three lectures to a course.

season that no course would be given. The strong preference for a course on a sociologic topic had led the committee to correspond with several leading sociologists none of whom could be engaged for a course. As a large number of lecture courses on other topics were announced under various auspices it seemed desirable for the university extension committee to postpone farther action till they could meet the wishes of the center as to subject. The work is to go on and a course on Household economics has already been arranged for the coming winter.

New York city. The work of the New York cathedral library center was opened with a course on rational psychology by the director, Rev. Joseph H. McMahan, given on Wednesdays, and attended by several hundred New York school teachers, and a course on history and methods of education by Brother Baldwin of Manhattan college on Saturdays. In the spring six additional courses were given as follows: Electricity, Frank W. Roller; French revolution, A. I. du Pont Coleman; American literary leaders, James Field Spalding; Literary criticism, Rev. Joseph H. McMahan; Special methods in education, Brother Baldwin; Rational psychology (supplementary course) Rev. J. H. McMahan. The announcement of the course on psychology says:

The object of these lectures is to supply a corrective to false principles and misleading information so widely disseminated in current philosophical and pedagogical literature. It is taken for granted that those in attendance are capable by private study of acquiring information of a purely technical or professional kind. The aim, therefore, of the lectures will be to lay down correct principles, to point out the inaccuracies, misstatements, incorrect reasonings, fallacies and errors in those sources of information on these subjects which are most popular and widely used because more easily accessible. It is hoped that the result of the lectures will be not so much to increase the stock of information as to discipline the mind, outfit it with sure guiding principles, widen views that are apt to be narrow, and thus make for culture.

At Teachers college six full courses of 10 or more lectures by members of the faculty were reported as follows: 1) Methods of teaching in elementary schools (20 lectures) by Prof. McMurry, average attendance 80; 2) Child study (10 lectures) by Miss Wohlfarth, average attendance 66; 3) History of education (30 lectures) by Prof. J. E. Russell and Dr Sherman, average attendance 30; 4) Principles of education (30 lectures) by Dr MacVannel, average attendance 49; 5) Applied psychology (30 lectures) by Dr McMurry and Mr Reeder, average attendance 31; 6) Nature study (10 lectures) by Prof. Lloyd, average attendance 70. In addition to these lecture courses 15 extension class courses were offered in art, domestic science, English, geography, history. The average

attendance in some of these courses was over 100. Pres. Low in his report on Columbia university says:

An interesting departure of the year was the arrangement for the delivery, in cooperation with the Brooklyn institute of arts and sciences, of certain courses for teachers in Brooklyn. The work in these courses was sufficiently serious to be accepted in partial fulfilment for the requirement of the Teachers college diploma. They were availed of by 228 students, most of them teachers in the public schools of Brooklyn. Similar courses were given in the boroughs of Queens and Richmond. The total number of students reached by these extension courses, in connection with those given at Teachers college itself, amounted to 1047.

Besides the registered centers in New York city three organizations are maintaining effective extension work. Of the free lectures to the people under the able management of Dr H. M. Leipziger, 1923 were given at 48 different places, seven more than last year. Subjects of courses and lecturers' names are given in the summary following. Continued interest is shown by the fact that attendance at the last lectures was as large as during the first month. The experiment of giving two topics during the entire winter at some places proved successful. At St Bartholomew's lyceum 29 lectures on physics were given during the winter with over 100 regular attendants. At the Young mens institute a course on science was well attended, principally by young men. At public school 87, (Amsterdam av. and 77th st.) the entire winter was devoted to European history, and a course on education at Cooper union attracted an average audience of 1000.

The large attendance at all these courses proves the continuity of interest and indicates that the free lecture movement meets an educational want of the adult population. Many of the regular attendants are public school teachers, and young men constitute a considerable proportion of most audiences. That the movement is serious in character is indicated by the numerous applications for books at the close of each lecture. During the past season textbooks have been lent and used for study in connection with the syllabus. The paper work and the examinations were very creditable.

Dr Leipziger says in his report :

The term "free lectures" may, perhaps, not fully convey the comprehensive and well organized scheme of adult education which it includes. A survey of the topics indicated in the last year's course of lectures and the reading of the names of the distinguished teachers who gave these lectures will indicate the breadth of this complete system of adult education. By means of these lectures provision is made for the continuance of the education of the large majority of our citizens, four fifths of whom are out of school.

The number of places at which lectures are held enables us to consider the varied needs of the locality, and as a result we have lectures for those who are but beginning to acquaint themselves with the spirit of our institutions, as well as lectures for those farther advanced in the intellectual life. In the arrangement of the courses subjects of primary practical importance are first provided for and then other subjects calculated to widen the mental horizon are added.

Inquiries made from the lecturers, all have met the response, that the audiences are intensely earnest, wisely inquisitive and discriminating; and that they are more anxious for instruction than for amusement. These statements prove that the people are receptive of the best and it should be our purpose therefore, to give the very best thought available in science, in literature and in art and place it through the medium of this lecture course for the uplifting of our citizens.

It is hoped that next year better facilities will be furnished for the illustration of scientific lectures specially; for the keenly inventive minds among us can be much stimulated by the knowledge of the laws of mechanics, physics and chemistry, and through the popularization of science the industrial development of our land can be much furthered.

The free lecture course has been fortunate in having the whole-souled and ready cooperation of many distinguished men in varied lines of intellectual life. They have shown the true spirit of the teacher and have felt that the finest luxury is, as Pres. Eliot said, to do some perpetual good in the world.

With the growth of this great system of instruction there arises a demand for better halls in which these lectures should be held. The assembly halls of our schoolhouses are on the top floor and the seats are intended for children. Many of the playground floors have been utilized, though these are not cheerful in their aspect, and are poorly ventilated. . . . There should be a comfortable assembly hall with seats on which adults can sit and in which these lectures can be given under more favorable conditions.

Apart from the purely instructional value of these lectures the free lecture system is a veritable godsend in a great city like ours. What glad hours these lecture hours are to thousands. How the toiler forgets his care and care as he visits far-off lands, or is inspired by the strain of some noble music, or is delighted with the lines of the immortal bard. What an antidote to the many temptations of our great city these lectures prove. What a pleasure to see in these halls man and wife, brother and sister, coming together to the temple of learning, and having a wider horizon given, not alone to the present, but to the coming generation.

Next year I trust that there will be a closer cooperation between the lecture hall and the library than even has yet been established, that more special centers will be opened and that a certificate may be awarded for attendance at these lectures. The expansion of knowledge and moral influence through the medium of this lecture course will, I sincerely believe, make our city the most patriotic and best informed city in the world.

The People's institute during May and June 1898 gave a course in Spanish history, suggested by the war with Spain, which was largely attended. In November 1898 a course on 19th century history and one on Present problems was started at Cooper institute. A demand for

Sunday evening lectures led to establishing also a course on ethical aspects of present day problems. The attendance at the course on 19th century history averaged 1300: Present problems 1400; at the Sunday evening course 1500. The managing director is Charles Sprague Smith, formerly professor of comparative literature in Columbia university, Carnegie building, 56th st. and 7th av.

The report for 1898-99 says:

The real work of the first year of the institute's life did not end until June 16, 1898. During May and June the regular weekly course was continued, and, in addition, a second course on Spanish history was introduced. This second course was suggested by the opening of the war with Spain, and was very numerously attended. The results of the entire work of the first year were completely satisfactory. We drew the largest audiences that had ever assembled in Cooper union for serious and continued courses of study at any season of the year, and after May 1 the largest audiences that had ever gathered so late in the year for any purpose whatsoever. The confidence of the public in the sincerity of our work was also in a large measure won. In all, during the first year's work we gave 19 lectures and discussions—14 on Democracy and Present problems and five on Spanish history, with an average attendance of probably 1000.

Our second year's course opened on Nov. 14, 1898. Instead of giving a single course, as during the first season, we secured the use of Cooper union hall for two evenings every week from that date until June 1. Monday evenings were set apart for study of 19th century history; Friday evenings for study of Present problems.

A proposition was made to the management during December to consider the question of undertaking a course of Sunday evening addresses on such subjects as befitted the time and audience. This proposition was presented to the audience assembling in Cooper union, and was approved with practical unanimity. Arrangements were completed so that the course began on February 1, and will continue until the close of the year's work, June 1.

In all, 75 addresses and discussions will have been given on Cooper union platform during the present year, four times as many as during our first season. No course of addresses equal in value and introducing as many speakers of recognized authority and eminence has ever been given on any platform in New York city. This is the unanimous declaration of all who have read our program.

The Monday evening course has covered the history of a majority of the most important countries of the world during the 19th century, including England, France, Germany, Russia, Italy, Switzerland, Turkey and the eastern question, Greece and the Turkish war, China, Japan, Korea, and Australia. Spain was omitted from the course, since a series of lectures treating of this theme had been given last year at Cooper union, and the series has been repeated this year at our branch in the Educational alliance. American history has not been studied, being reserved for a later period. In every instance the work has been done by some one eminently qualified in the special department under consideration, and the sum of the notices of 19th century progress has been most helpful in presenting a panorama of the advance of the world during the century.

The Friday evening course has been devoted to Present problems. The first of these to be considered was that of our new territories and the problems they offer. This course culminated in a discussion on the Philippine problem, ending with a vote as to what should be the policy of the United States toward the Philippines—whether it was our duty to make them a colony, in the English sense, or to give them back as speedily as we could, on honorable terms, to the citizens of those islands. A very large majority voted in favor of the second alternative.

Our second series of studies was on Municipal problems, and herein we were assisted, not only by the instruction of Messrs MacDonald and Martin of London, but also by that of Mayor Jones of Toledo and Mayor Quincy of Boston, besides several of our own fellow citizens. This course also ended in a discussion on How may we improve our city: the first steps . . .

The People's institute has won during its brief life a strong and unique position among the people. The sessions of the first year were sometimes marked by partizan outbursts against different sections of society, by a lack of brotherly feeling and of recognition that all sections of society must work together in order that true progress may be accomplished. As the work of the institute has proceeded, as the educating influence of the lectures and discussions, and of contact between men prominent in education, the church, and society, and the people has made itself felt—specially as the purpose of the institute has become more clearly defined—these features of the public have gradually disappeared and a spirit of brotherhood, a desire for mutual understanding, and a willingness to be mutually helpful have taken their place; furthermore the influence of the institute has passed beyond the walls of Cooper union, and it has become recognized that a new force is at work making for wise social progress and for fraternal understanding.

The purpose of the institute is and must remain educational; that of the clubs educational and social; but when men have been led by the study of history, by careful comparison of views, and by aroused sympathy, to certain convictions, touching which all are united, it is wise that opportunity should be afforded them to voice these convictions. The People's institute is in a position to grasp the consensus of thought of the people perhaps better than any other existing organization. It receives impressions from every section of the social and labor movement. It compares and eliminates, and the resultant is the common conviction of all.

Expansion. Many demands have been made on the managing director during the year for assistance in organizing similar movements in other parts of the country. The answer has always been that the institute will assist to the extent of its power by giving counsel, or even by sending representatives, if such a step be deemed necessary. No result has come thus far from these proposals. The time is probably not yet ripe. It can, however, hardly be doubted that this phase of the institute's influence will develop during the coming year, specially if the club experiment proves the complete success it now promises to be.

The People's university extension society, under direction of J. Eugene Whitney, for several years the able manager of the Rochester center, has continued its work in civics and practical problems, largely among the

poor of New York and Brooklyn. From one to seven lectures have been given at 71 places in Brooklyn and New York with an average attendance at churches of 124, at men's meetings 98, at missions 87, at mothers clubs 23, at women's meetings 53. Pamphlets giving brief directions for preservation of health and care of children, and cooking recipes have been widely distributed. 30,000 families have received free health literature, and mothers meetings, men and boys clubs and working girls clubs have been supplied with instruction and printed material. A new feature is the work in manual training which will be under direction of an experienced teacher.

We quote from one of the circulars because every center must be interested in a work carried on as vigorously as Mr Whitney's.

Helping people to educate themselves

The civic salvation of the American people will come through higher education adapted to the wants of adults. HERBERT B. ADAMS

Aim of the movement. The purpose of the university extension movement is to bring within the reach of all classes of busy men and women the opportunity for systematic practical higher education, without interfering with their regular occupation. It benefits people, not only by giving a broader outlook over the great world of literature, science and art, but by giving education in those essential practical questions of life and government which the common schools do not usually teach.

Its success. The movement has met with great success in England for a quarter of a century, and in Philadelphia, Chicago, Rochester and elsewhere for many years. It has been enthusiastically approved by distinguished educators everywhere. Pres. Charles Kendall Adams, of the University of Wisconsin, writes "The university extension movement is of immeasurable importance." George William Curtis said, a short time before his death, "University extension is one of the most important movements of the century."

Need in New York. It fills a very different field from that of the excellent free lecture system, People's institute, University settlement, and other existing agencies, with all of which it is in cordial sympathy. It is not necessary to say that the need is urgent for a hundredfold more educational work than can possibly be done in the great city. While courses of the highest quality will be supplied in every department of literature, history, science and art, yet special prominence will always be given to those subjects which make for better citizenship and the promotion of public health.

Duties of citizenship. Few persons realize what a grave menace to our American institutions lies in the appalling fact that a vast majority of our citizens are forced to leave school to become breadwinners before they have studied any of the great problems which they must decide by their votes. This overwhelming majority of voters are hopelessly beyond reach of our regular educational system and it is of vital importance that

they should receive thorough, unprejudiced instruction regarding the duties and rights of American citizenship, municipal reforms, principles of sound finance, the fact that labor and capital are naturally allies and not enemies, etc. Every citizen needs to understand that he has duties to perform, just as really as he has rights to enjoy, and that when he neglects his political duties he is to that extent false to the interests of his country.

Promotion of health. It is no less important that thorough instruction should be given to women in home sanitation, prevention of disease, child training, physiology and hygiene, food and cooking, tenement house reforms, child labor, manual training, etc. To fill these urgent needs the best energies of this society will be constantly given.

Summer hygiene. The terrible mortality among children in summer is due mainly to ignorance of parents. To save life and relieve sufferings of tenement dwellers who are forced to stay and work in the crowded city during the hot season; this society will give special courses of instruction by competent physicians on the care of children and the prevention of hot weather diseases. The urgent need for such lifesaving summer work is evident to all familiar with the deplorable present conditions.

Method of work. The effort is constantly made in extension work to stimulate every hearer to become an earnest student, and thus secure the highest personal benefit in the form of that training of the mind which genuine education gives, and without which the mere acquisition of knowledge is of little worth. The extension method is varied and inspiring, being adapted to the needs of grown persons engaged in regular occupations. The details briefly are :

- 1 **Lectures.** Each course consists of five to ten weekly lectures, by a competent professor, delivered on a single subject. It is this concentration of an entire course on one study which gives its great superiority to the extension plan over miscellaneous courses.
- 2 **Syllabus.** A printed analysis of the course of lectures is furnished for home use and permanent reference.
- 3 **Reading.** The titles of the best reference books are given in the syllabus, to help readers who wish to continue the study.
- 4 **Discussions.** After each lecture, the instructor and the audience have an interesting and valuable informal discussion.
- 5 **Paper work.** A list of topics is named in the syllabus for short papers by persons who are willing to write them.
- 6 **Examination.** At the close of the course a regular examination is held for all who wish to take it, and certificates are given those who pass. At an examination in American history 95% passed a hard set of questions.
- 7 **Students clubs.** Persons who are thoroughly interested in a course find it a helpful plan to form a club to meet between the lectures, or after the course closes, and continue the study of the subject with the advice of the professor.
- 8 **Traveling libraries** of reference books on any subject can be supplied to clubs when they are needed, at trifling expense.

Courses will be arranged throughout Greater New York in connection with societies, missions, churches, social settlements, labor unions, Y. M. C. associations lodges, clubs, women's societies and other organizations. The absolutely nonsectarian and nonpartizan spirit of the work has won the hearty support of people of every party and every creed.

Funds for expenses. The price of tickets must be placed so low, to admit the poor, that sustaining memberships must be secured from friends of education, as is done in other cities. The very liberal contributions for the support of this movement in Philadelphia and elsewhere lead to the belief that equally generous subscriptions will be made in Greater New York, where the need for such work is greater than anywhere else. The power for good which can be exerted by this society and the rapidity with which its influence can be extended throughout the vicinity, are limited only by the financial support received. This is essentially a missionary educational movement, and every dollar received by the society will be used to advance its educational work. It is evident that such work represents great cash value to the city in making safer and better voters and in promoting public health.

Members. Any person may become a sustaining member by contributing \$100 yearly till resignation; or an associate member by contributing \$25 yearly; or a founder by contributing \$1000 or more at one time.

A full report of the work of the society, with lists of members and subscribers, will be published annually. Detailed information regarding the movement can be obtained from the secretary, who will acknowledge in writing every subscription received. Gifts of any amount will be appreciated.

The annual report of the society says :

During the past year, as the work of the society has become more widely known, a constantly increasing number of requests for classes and courses of lectures have come from missions, churches, settlements and other societies that had appeals for instruction which they could not supply. In not a few instances such societies had been forced by lack of funds to stop educational courses of their own already in successful operation, and appealed to us to furnish teachers to enable them to resume their instruction and continue it through the season. It has been a source of pleasure to us that in so many such cases we have been able to respond promptly to requests for help by furnishing, at the expense of this society, competent teachers for the desired subjects.

Economic cooking. In response to urgent requests from missions and settlements for practical lessons in economic cooking by experienced teachers, we have in successful operation more than 40 such classes for tenement mothers, working girls and younger girls. The instruction is purely economic and is always given to classes small enough to permit each pupil to take a personal share in the preparation of the food, so that she will know how to prepare the same dishes at her home. The reports we receive from our cooking classes are extremely satisfactory and the interest shown is beyond all expectation. This department of our work has grown more rapidly than any others, proving that a most encouraging demand exists for this branch of study. The vital importance of the food

problem, specially for the very poor, is only beginning to be recognized. Poor, badly cooked food not only causes bad health, but it is a potent cause of intemperance and crime as well. In a very appreciative editorial reference to the work of this society, the New York *Evening post* recently said, "Good meals, well cooked, constitute one of the strongest civilizing forces which can be brought to bear in the tenement house districts of any city."

Those familiar with tenement conditions know that most of the very poor families spend money enough to have sufficient nutritious food if they knew how to utilize every penny to the fullest advantage. What is urgently needed is very plain, practical advice on how to select food to get the most nutriment for the least money, to adapt the diet to the season of the year, to meet the varied needs of growing children and hard-working adults; how to prepare food to make it attractive and palatable, to bring out its full nutritive value, to make it easily digestible, to save waste of food, fuel, and time; brief hints about the cheapest flesh-producing, heat-producing and energy-producing foods; thoroughly tested recipes for the most economical and nutritious soups, stews and dishes of all kinds, including simple desserts.

This society is preparing, with the advice and cooperation of Prof. W. O. Atwater, the famous chemist, and other experts on food, a pamphlet that will give in a very simple practical manner the sort of advice needed by the poorest people whose life is one long struggle for bare existence.

Care of health. The unexpected success of our free leaflet, "Health hints," and the great demand for large quantities in foreign languages for general distribution, has made necessary the publication of large new editions in English, German, Italian and Yiddish, and an edition in Bohemian has just been issued. A very important addition to our new health leaflet will be a section devoted to the prevention of infectious diseases, the matter for which has been kindly supplied by the eminent authority, Prof. T. Mitchell Prudden, of the College of physicians and surgeons.

Care of children. In connection with our numerous courses of lectures for mothers on the care of children, a syllabus of 20 pages has been prepared which is given to every person attending such courses and is also furnished for general distribution.

Mothers meetings are now part of the work of most missions, churches, settlements, day nurseries and kindergartens. There is no more fruitful work than teaching poor mothers how to care for their children and their homes, prevent diseases, and train the future fathers and mothers of the community. As shown in detail in this report, we have furnished systematic courses on the care of children by experienced physicians to a very large number of mothers meetings in the boroughs of Manhattan and Brooklyn the past year. Very encouraging interest has been shown by the women attending, as is proved by their frequent requests for further instruction.

Men's and boys clubs in various parts of the city are being helped by us with courses of lectures or regular classes in American history, civics, economics, physiology and hygiene, physical culture, etc. and in two cases boys clubs have applied for cooking lessons.

Girls friendly societies, working girls clubs and other organizations of girls have applied to us for courses and are now being given free

instruction by our teachers in household economy, physiology and hygiene, physical culture, sewing, dressmaking, cooking, etc. as shown in this report.

A very new and interesting development of our work is the addition of an experienced teacher of elementary manual training to our list of instructors. Pupils will be given elementary lessons in whittling in thin wood, chip carving, Venetian iron work, basket weaving and chair caning. This department contains possibilities of great importance, and we hope means may be secured to extend the work as its value demands.

It has been a very great satisfaction to us that the publication of our last year's report commended the work of this society to its contributors to such a degree that many voluntarily doubled their subscription this year, thus enabling us to increase the volume and scope of our work as shown herewith. The need for such educational work is practically unlimited and applications for instruction are constantly increasing. Our free classes and courses are supported by voluntary subscriptions, and money is urgently needed to enable us to respond promptly to earnest appeals for practical instruction from places where it is most seriously needed.

CENTERS	SUBJECTS	LECTURERS	NO. OF SESSIONS
Brooklyn inst. of arts and sciences .	Practical study of the mosses ..	Mrs N. L. Britton	10
	Vegetable histology	S. L. Jelliffe	12
	Mycology	L. M. Underwood	6
	Elementary course in flowering plants	O. P. Lohness	25 ^a
	Demonstration lectures on cook- ing	Mrs E. M. Hudders ..	9
	Demonstration lectures on cook- ing	Miss C. C. Bedford ...	10
	Free hand drawing	J. H. Boston .....	.....
	Drawing from the antique .....	" .....	.....
	Drawing and painting from life ..	" .....	.....
	Portrait painting .....	" .....	.....
	Drawing and painting from the costume .....	" .....	.....
	Composition and sketching .....	" .....	.....
	Musical form	Carl Fiqué	10
	The singing voice	W. L. Tomlins	8
	History of education	J. E. Russell	30
		W. B. Elkin	
	Psychology as applied to teach- ing	F. M. McMurry	30
	Elements of pedagogy	E. R. Shaw	60
	School organization, manage- ment and administration	Frederick Montesser ..	30
	Analytic psychology	E. F. Buchner	60
	Philosophy and ethics	F. W. Osborn .....	.....
	French courses	V. E. Scharff .....	.....
	German "	M. F. F. Blau .....	.....
	Latin "	J. A. Sanford .....	.....
	Greek "	W. C. Lawton .....	.....
	Medieval history	A. G. Fradenburg .....	.....
	History of Spain	W. C. Webster	25

^a 15 lectures and 10 field meetings.

CENTERS	SUBJECTS	LECTURERS	NO. OF SESSIONS
Brooklyn inst. of arts and sciences .	History of American politics . . .	W. C. Webster	27
	American colonial history	“	25
	Civil government of U. S.	M. R. Maltbie	25
	Government of cities	“	25
	Elements of political economy . . .	F. M. Corse	25
	Money and finance	“	25
	Eschenbach's Parsifal	Menco Stern	10
	Strasburg's Tristan und Isolde . . .	“	9
	Physics courses	W. C. Peckham	“
	Chemistry “	W. W. Share	“
	“	Henry T. Weed	“
	“	Tallie Morgan	“
	Sight singing	C. T. Steele	“
Brooklyn Y. M. C. A.	English literature	Marguerite Sweet	21
	10 courses on practical topics	“	“
Gloversville	Practical economic questions	A. L. Peck	6
	Art	Miss Inez McClymonds	“
	U. S. history	Miss Mulholland	“
N. Y. Cathedral li-brary	Rational psychology	J. H. McMahon	15
	History and methods of educa-tion	“	“
	Electricity	Brother Baldwin	15
	French revolution	F. W. Roller	“
	American literary leaders	A. I. du Pont Coleman	5
	Literary criticism	J. F. Spalding	4
	Special methods in education	J. H. McMahon	6
	Rational psychology (supple-mentary course)	Brother Baldwin	5
	First aid to the injured	J. H. McMahon	8
	“	A. E. Meyer	5
Free lectures to the people	“	G. A. Lawrence	5
	“	T. W. Kilmer	5
	House beautiful	C. B. Allen	4
	Mechanics and electricity	Samuel Sheldon	12
	The earth's atmosphere	J. S. McKay	8
	Radiant energy	William Hallock	9
	Physics	J. N. Gray	5
	Astronomy	R. W. Prentiss	7
	General astronomy	H. S. Davis	4
	Great industries	Mrs M. S. Woolman	4
	Modern construction	Charles Barnard	3
	Anthropology	Spencer Trotter	6
	Evolution of American history	Rossiter Johnson	3
	Revolutionary history	E. T. Tomlinson	3
	Making of our republic	W. C. Webster	6
	The great republic in its youth	H. W. Elson	5
	Between the two wars	“	6
	Development of the nation	W. H. Mace	6
	The civil war and our own times	H. W. Elson	6
	History of New York city	Daniel Van Pelt	5
	New York state history	Welland Hendrick	3
	American national gov't	M. R. Maltbie	6
	American political institutions	I. J. Ettinger	5
	How we are governed	F. W. Speirs	5
	“	F. E. M. Bullowa	4
	Municipal topics	W. H. Tolman	3
	Sociology	J. F. Crowell	4
	Switzerland	W. D. McCrackan	5
	History of Australasia	H. H. Lusk	5

CENTERS	SUBJECTS	LECTURERS	NO. OF SESSIONS	
Free lectures to the people	Europe in the 19th century....	H. A. Cushing	8	
	French revolution.....	J. H. Robinson.....	4	
	Geography and history of U. S.	R. E. Dodge.....	7	
	Russia.....	E. O. Hovey.....	3	
	Descriptive geography.....	W. E. Griffis.....	4	
	Art of the ancient Greeks.....	G. S. Kellogg.....	2	
	Hist. and criticism of Greek art	W. H. Goodyear.....	6	
	History of civilization.....	".....	2	
	Architecture.....	L. F. Pilcher.....	5	
	Art.....	A. T. Van Laer.....	6	
	Monumental relics of Rom. hist.	W. H. Goodyear.....	6	
	Shakspeare.....	A. H. Smyth.....	6	
	Othello.....	W. H. Fleming.....	4	
	English romantic poets.....	F. H. Sykes.....	6	
	19th century poets.....	Stockton Axson.....	4	
	French literature.....	Adolph Cohn.....	3	
	Greater American poets.....	C. B. Furst.....	6	
	".....	Louis Bevier jr.....	5	
	".....	H. M. Johnstone.....	3	
	Music and singing.....	Alfred Hallam.....	20	
	".....	E. G. Marquard.....	18	
	Wagner's music dramas.....	T. W. Surette.....	7	
	Great composers; romantic period.....	".....	6	
	Music.....	H. G. Hanchett.....	4	
	People's institute..	19th century history (Cooper union).....		30
		Present problems (Cooper un.).....		25
		Present problems ethically considered (Cooper union).....		17
Present problems (Educational alliance hall).....			9	
Colonial problems (Educational alliance hall).....			6	
People's university extension society.	Civics.....	From one to seven lectures given in 71 places in New York and Brooklyn		
	Home science.....			
Teachers college...	Methods of teaching in elementary schools.....	F. M. McMurry.....	20	
	Child study.....	Miss J. H. Wohlfarth.....	10	
	History of education.....	J. E. Russell.....	30	
	Principles of education.....	F. D. Sherman.....	30	
	Applied psychology.....	J. A. MacVannel.....	30	
	Nature study.....	F. M. McMurry.....	30	
	Form and color study.....	R. R. Reeder.....	10	
	Studio work.....	F. E. Lloyd.....	60	
	Clay modeling.....	A. V. Churchill.....	60	
	Wood carving and design.....	".....	60	
	Advanced wood carving.....	Miss J. F. Lewis.....	60	
	Sewing.....	Miss Mary Rogers.....	60	
	Sewing methods.....	".....	30	
	Drafting.....	Miss K. S. Anthony.....	30	
	Cooking.....	Miss M. G. Rea.....	30	
	Methods of teaching cooking.....	Miss M. S. Woolman.....	60	
	English literature.....	Miss K. S. Anthony.....	90	
		Miss A. V. W. Schenck.....	60	
		Miss Helen Kinne.....	90	
		".....	60	
		F. T. Baker.....	90	
		G. P. Krapp.....		

CENTERS	SUBJECTS	LECTURERS	NO. OF SESSIONS
Teachers college...	English literature.....	F. T. Baker.....	.....
	General geography.....	R. E. Dodge.....	30
	Medieval and modern civilization.....	Paul Monroe.....	90
Rochester	History of U. S.....	E. H. Castle.....	15
	Critical readings from the English poets.....	J. H. Gilmore.....	28
Sing Sing.....	Great nations of Europe and their relations to the U. S....	A. M. Wheeler.....	8
Syracuse	Shakspere.....	Mrs J. K. Curtis.....	.....
Tarrytown	Astronomy	G. P. Serviss.....	6

CENTERS OUTSIDE NEW YORK

Maine. *Waterville, Colby college.* Many lectures and addresses have been given by the faculty during year in various parts of the state, but regular lecture courses have not been announced as heretofore on account of lack of money.

Massachusetts. *Boston, Lowell institute.* 21 free courses of lectures on literary, scientific and technical subjects were given under the auspices of the Massachusetts institute of technology; a series of scientific lectures for teachers under the auspices of the Boston society of natural history; a series on subjects of practical importance to workingmen under the auspices of the Wells memorial institute; and two courses of eight lectures each at Huntington hall.

Twentieth century club, education department. Prospectus of second year's work says:

This plan was developed to meet the need of teachers and others interested in educational work for continuous courses of lectures on the larger themes of life and education. It received the cordial approval of the presidents of the leading New England colleges, of clergymen, and of prominent school officials, all of whom promised cordial cooperation.

It was not the intention to duplicate other work, nor to encroach on the field of many educational organizations whose efficient service is gratefully recognized in this locality, but it was believed that many who had not the privilege of direct attendance on the universities would welcome opportunity to obtain the results of the leading scholarship of the day and would eagerly avail themselves of such courses provided the standard was the highest. One course of lectures was offered last season by Prof. Josiah Royce of Harvard university on the Social factors in the development of the individual mind. The marked success which attended this tentative course and the universal commendation of the attempt to furnish similar instruction, gives confidence that the courses offered for the coming season will fully sustain the interest aroused last year. The theme of the lectures is the Education of mankind and of

the child in the light of the doctrine of evolution. After 10 lectures by Prof. John M. Tyler of Amherst college, on Man in the light of evolution, a second course of eight lectures, devoted to special phases of the mental, political and spiritual life of mankind, will be given by Dr Charles Sedgwick Minot of Harvard medical school, Dr G. Stanley Hall, president of Clark university, Dr William J. Tucker, president of Dartmouth college, and other prominent educators. Conferences will be held in connection with the lectures. *Charlotte Barrell Ware, secretary*

Rhode Island. *Providence, Brown university.* Lecture courses are given in any place easily accessible from the university on any subject for which there is a sufficient demand. A course of 10 weekly lectures is intended to cover about the same ground which a college class would go over in 10 weeks. The teaching scheme comprises lectures, class-work, essays, reports, etc. In such subjects as German, French, Spanish, Italian, the work is similar in every respect to that of the college classroom. An examination is held at close of course and certificates are given to those who pass.

Experience has shown that the best results are gotten from small classes of from 30 to 50 persons and that an attempt to popularize a course is unwise. The aim is not to amuse but to teach. The university charges \$100 a course and recommends that centers sell course tickets at \$3 each. This work is marked by the effort to maintain higher standards than most extension centers have courage to attempt.

Pennsylvania. *Philadelphia, American society for the extension of university teaching.* The secretary's report says:

The active lecture season began on September 23, 1898, and ended May 4, 1899. During that time 89 courses of lectures were delivered at 60 centers. The course attendance at lectures was 21,983; at classes, 2416; 143 certificates were awarded. As compared with other years, the above record is very creditable and shows a healthy progress in the work of the society. The number of courses given is greater by 12½ per cent than that of the preceding year (which in its turn was greater than the year before) and the attendance is the largest in the nine years history of the society. The lecture courses were given mainly at old and established centers, though seven new centers were organized: Bound Brook, N. J.; Cape May City, N. J.; Free library of economics, Philadelphia; Plainfield, N. J.; Ridley Park, Pa.; Star center, Philadelphia; Woodstown, N. J. Successful courses were also delivered in three centers that had been inactive for several years, showing that the cessation of work in a town is often due to temporary local conditions, and not to a failure of the system. Courses were divided as to subject as follows: history 32, literature 31, music and art 19, science 3, economics and political science 3, ethics 1.

Staff lecturers. Of the 89 courses conducted during the past year 60 have been by staff lecturers, men who devote a large part, if not all, of

their time to university extension ; 18 by university or college professors, who have shown some special fitness for university extension work, and who hold themselves ready to deliver courses at near centers. The experience of the American society has demonstrated that the best results can be had by using both college teachers and a small group of gifted, well trained university men, who can devote their entire time to the peculiar work of university extension lecturing, to a mastery of its problems, to the preparation of a series of courses, one in sequence with the other, men who will be available for any center within the society's territory. The use of college professors and teachers enlarges the lecture list and permits the society to offer a wide choice of subjects to its centers ; while the engagement of staff lecturers enables it to offer more courses in sequence, to reach a wider field territorially, and to bring to the service of the centers a degree of excellence and an enthusiasm for popular education seldom possessed by men whose primary responsibility is elsewhere. The cause of university extension owes much, its very existence, perhaps, to the disinterested and high class work done by numerous university and college professors, and yet it can not be denied that the best work has been accomplished by men who, capable of holding an important place in a college faculty, have given themselves for a period of years to the important and far reaching work of university extension. The average attendance at the courses given by the society staff lecturers during the past year has been 266, and the average number of certificates to a course 14 ; the average attendance at courses by other lecturers has been 201, and the number of certificates three ; so that the results of both tests, popularity and thoroughness, indicate a superiority in the work of the staff lecturers.

During the past year the society has had the assistance of five staff lecturers—two in literature, two in history, and one in music ; and courses have been given by 16 other lecturers. For the coming year, it has four staff lecturers—two in literature, one in history, one in music ; and 37 college and university professors offer courses. Altogether 156 courses are announced, covering practically all the subjects of higher education of interest to the general public.

Appointments to the staff are made only after the most industrious search, and a very careful examination of the scholarship and lecturing ability of applicants ; and no additions are made now to the regular lecture list without some indication of special fitness for public lecturing on the part of the applying teacher. The ability of the society's lecturers to attract large audiences of listeners and to direct the more serious work of students is steadily increasing.

Free lectures. The constant aim, the unceasing endeavor of the society has been to carry educational opportunities to the people, and though it has with some firmness insisted on its system, because of its effectiveness, it has been willing always to use existing organizations, or to assist in the formation of new organizations that promise good results. It has arranged each year courses in connection with state normal schools, advanced private schools, libraries, women's clubs, etc. and during the past year gave its hand heartily to the movement for free lectures in public buildings in Philadelphia. The board of education on request granted the use of five schoolhouses, and the free library its convenient room at Chestnut hill ; the University extension society undertook all

the arrangements for the lectures and provided for the expense. The courses given as the result of this cooperation, and the attendance were as follows: Ethics, Robert Ellis Thompson, 265; Classical composers, Thomas Whitney Surette, 204; Shakspeare, Frederick H. Sykes, 147; American history, William H. Mace, 290; American literature, Clyde B. Furst, 125; The English citizen, J. W. Martin, 109. These courses were highly successful, both in attendance and interest, and it is confidently believed that before long the system will be permanently adopted by the city board of public education.

New Jersey. *New Brunswick, Rutgers college.* Courses in agriculture, fine arts, history, social science, literature, philosophy, pedagogy and science were offered. The cost of courses, other than agricultural, to any organization in the state constituting itself an extension center averages about \$20 a lecture-study. Those requiring illustration by lantern or experiments are somewhat more expensive. 75 copies of the syllabus are given free, but 10 cents each is charged for additional copies. For courses in agriculture the price is \$10 a lecture-study.

Maryland. *Baltimore, Johns Hopkins university.* During the winter of 1898-99, at the request of several persons who represented the teachers of Baltimore, specially the public school teachers, several courses of lectures were given on Friday evenings and Saturday mornings. Opportunity was given for paper writing and certificates were awarded those who passed examinations. The experience of the winter suggested some modification of plans, which will be made in 1899-1900.

Two series were given: one historical, on education and on England and America; one scientific, on physical geography and geology. The fee for attendance at each series was \$3; for attendance, class work and examination, \$5. 308 persons attended the historical course, of whom 117 did the required reading and class work; 226 attended the scientific course, of whom 111 did the reading and class work.

In addition to the regular lectures special courses on the industrial history of the United States and the diplomatic relations of the United States and Spanish America were offered without extra charge to public school teachers holding tickets to the historical section.

In connection with the scientific course a journal club has been held weekly in which published papers and books have been reviewed and discussed. Geologic excursions were made into the region about Baltimore and an excursion to Niagara Falls in the summer after the closing of the schools.

Florida. *De Land, Stetson university.* Courses of six lectures each were offered in the Acts and the Pauline epistles, Words-

worth, Tennyson and Browning, Greek philosophy, political economy, American history, American statesmen, Cicero, Augustus Caesar, Greek literature, history of pedagogy, biology, physiology, art and art principles.

Indiana. *Bloomington, Indiana university.* Courses or single lectures were offered on subjects within the university curriculum to classes, clubs or other organizations that would undertake the management of the various necessary details. Regular charge to centers for each lecture is \$10 and expenses. On examination university credit may be given to those attending full courses, but in every case the amount of credit will be proportionate to the candidate's approximation to university standards. Free lectures are given weekly by members of the faculty and representative citizens.

Illinois. *Chicago, University of Chicago. Lecture-study department.* Statistics for year are:

General

Centers active during year.....	93	States represented.....	10
Courses given.....	125	Lecturers engaged.....	25
Total attendance at lectures.....	24 993	New syllabuses published.....	12
" classes.....	9 025		

Courses by subject

Sociology and anthropology.....	38	Semitic languages.....	4
English literature.....	37	Botany.....	3
History.....	28	Anatomy.....	2
Biblical literature.....	8	Geology.....	1
Art.....	4		

Traveling libraries

No. of libraries.....	85	No. of new libraries.....	12
books.....	3 350	" books.....	642
" in use.....	2 848	books sold.....	896

The lecture-study department showed a decrease in number of courses given as compared with last year, though the average number of courses given during the last three years is considerably larger than in the three years immediately preceding. As the falling off was entirely inside the city, it was probably largely due to increase in the work of the class-study and correspondence departments and to the growth of the college for teachers. The development of many literary and social clubs is given as a farther reason, and also the fact that professors able during the first years of the university to give some time to the work now find it impossible. Those who still give much time have lectured at all the

centers and the public asks for new men. Then, too, schools and clubs often engage university men for lectures and offer free courses of instruction, constituting essentially university extension work, of which no account is kept as such.

The director suggests that a more permanent form of organization not only in Chicago but elsewhere would insure greater continuity of work, and that possibly more flexibility in courses offered and in methods of instruction would secure larger usefulness.

Class-study department. 93 classes were formed in which 895 students registered for 1049 courses, requiring 30 instructors, as follows:

Subject	No of classes	Enrol- ment	Subject	No. of classes	Enrol- ment
English	24	333	Mathematics	3	22
Philosophy and pedagogy ..	12	232	Greek	5	21
Latin	8	92	German	3	14
History	15	86	Political economy	1	7
Botany	3	77	Physics	1	6
Sociology	3	60	Chemistry	1	5
Library economy	4	51	Public speaking	1	5
Romance	9	38			

Occupations of students

Teachers	669	Stenographers	4
Students	41	Lawyers	3
Clerks	9	Physicians	2
Librarians	8	Business men	2

Bookkeeper, real estate agent, freight agent, insurance, grain inspector, secretary, companion, hair dresser, artist, settlement worker, 1 each; unclassified 147.

A change in the method of keeping records makes the enrolment appear less for this year than last while in reality the number of students has increased. The table of occupations shows the predominance of teachers and it is estimated that of the 5500 public school teachers in Chicago over 1000 were enrolled in the class-study department or in the College for teachers.

For report of correspondence-study department see p. 663.

Wisconsin. *Madison, University of Wisconsin.* 28 courses of six lectures each were offered in political economy, political science, education, astronomy, chemistry, geology, botany, bacteriology, English, French and Greek literature and history. The fee for each course is \$100, besides lecturer's expenses and fees for lantern illustrations when used. The lecturer gives an examination which may be taken only by

those who have done the required work. Those who pass receive certificates having a recognized credit on the university records.

In the report of the university for 1897-98 the president says :

An effort has been made to put this important work on a more permanent basis, and it does not seem impossible that greater permanence may be secured through cooperation of local organizations, where these can be induced to cooperate. The reluctance of many of the most eminent professors in the university to engage in extension work interferes very materially with multiplication of courses, which otherwise could easily be accomplished. Experience tends to show that it is impracticable very largely to increase the scope of this undertaking unless lecturers of eminence can be employed who shall give nearly or quite the whole of their time to the work.

The work in correspondence is described in our extension bulletin 28, p. 95.

Iowa. *Iowa city, University of Iowa.* Courses were offered in psychology, sociology, education, astronomy, chemistry, geology, biology, botany, Latin, German, French and English literature and history, and a number of single lectures on various topics, many illustrated by stereopticon slides. Charges are \$15 a lecture, plus expenses of lecturer and of illustration when used.

Kansas. *Lawrence, University of Kansas.* 34 courses were offered in psychology, ethics, sociology, natural science, music, drawing, sculpture, literature and history. On satisfactory completion of nine courses of 12 lectures each there may be obtained a university extension diploma, a year's credit for undergraduate work, or, with sufficient preceding work, a master's degree.

Wyoming. *Laramie, Wyoming university extension association; headquarters University of Wyoming.* Courses of six lectures each were offered in psychology, sociology, science, agriculture, literature and history. The lectures are given free, local centers having to pay only lecturers' expenses.

For description of correspondence work see p. 664.

Colorado. *Denver, University of Denver.* Courses were offered in sociology, science, literature and history. Most courses consist of six lectures; some have 12 and some two or more.

California. *Berkeley, University of California.* Courses were given in San Francisco on China, mathematics, international law, American history, physiography, psychology, our finances in the Spanish war, physiology of vision and botany; in San José on Spain and her colonies. Six readings with translation and comment from the *Odyssey* were also given

in San Francisco and a class in the Cantonese dialect was conducted three evenings a week through the year.

Stanford university. Besides a large number of single lectures delivered in various cities and towns of the state, more extended courses were given in San Francisco on the classical period in German literature, American history 1775-87, American revolution, origin of the federal constitution; in San José on Robert Browning, charity problems, legal maxims; in Hanford on *New testament* studies. A course on nature study in the elementary school was given to teachers in San Francisco, Watsonville Hollister, Stockton, Yuba and Santa Ana, while a class of teachers met one hour weekly through the year at San José for a course on geometry.

England

Cambridge. The work of the year showed continued advance.

	1897-98	1898-99
Courses	103	119
Lectures (total number)	990	1 170
Lectures in 24-lecture sessional courses	432	456
“ 12-lecture terminal “	384	492
“ 6-lecture short courses	148	210
Pioneer lectures	26	12

Subjects were represented as follows: science 44, history 36, literature 28, art, architecture and music 11.

The large number of sessional courses is noted with satisfaction as is also the increasing number of students obtaining sessional certificates.

The experiment at Newcastle center of a practical course in biology was eminently successful and the syndicate hope for a great development in this line of work.

Another method of bringing practical work into extension teaching has been used for some years by the syndicate in cooperation with the Norfolk county council. A course of scientific lectures given in the winter at a center is supplemented by a practical laboratory course in the summer at Cambridge. Scholarships are offered by the syndicate and successful candidates have their traveling expenses paid by the county council. 35 teachers took a three weeks laboratory course at Cambridge on chemistry last August.

Referring to the formation of a book union the report says:

The substantial addition made to the syndicate's library a year ago by the generous gift of Miss Julia Kennedy has proved of great value to the local centers as well as to individual students. The resources of the

library, however, are seriously taxed to provide a number of copies of the books of reference required when several centers are simultaneously taking the same course of lectures. The syndicate on that account welcomed the formation during the past session by the united action of a number of local secretaries, of a book union. The object of the union is to encourage the formation by each local committee of a local library of the books necessary for the particular courses of lectures delivered at the center, and to facilitate the loan of these books in subsequent years to other centers. It is satisfactory to learn that the book union has concluded a successful year's work, and that it shows signs of vigor and expansion.

London. The society's report states that the total number of courses given in 1898-99 is the greatest on record. Figures follow :

	1897-98	1898-99
Courses	160	166
Entries of students.....	13 155	12 429
Certificates	1 756	2 184
Courses in sequence during two terms.....	44	47
" three "	36	41
Sessional certificates	301	543

Of the 543 students obtaining sessional certificates, 201 were qualified to enter for the sessional certificate in honors.

The work of the polytechnic institutions in stimulating adult evening instruction is referred to with appreciation. The work has been greatly aided by the grant made to the London society by the City parochial charities a few years ago for endowment of lecture courses on the humanities of these institutions. Attendance at these lectures is steadily increasing and 17 25-lecture sessional courses have been arranged for the coming year.

As a result of the report of the committee appointed by the education department to consider the pupil-teacher system, sessional courses have been given at five pupil-teacher centers. The returns from this work have been very satisfactory and the school board has arranged to continue the courses.

The pioneer courses in conjunction with the Technical education board were given at eight places, with a total attendance of 1898, the average at each lecture being over 200. Audiences were composed chiefly of workmen; many weekly papers were written and 193 certificates were given. In some cases these courses resulted in establishing centers for regular work.

Oxford. The report of the delegates for 1898-99 shows steady progress. The following table gives the exact figures :

	1897-98	1898-99
Centers active.....	108	119
Lecturers.....		34
Courses.....	145	155
Lectures.....	1 092	1 231
Aggregate average attendance.....	18 242	18 090
Average attendance a course.....	124.5	110.9
“ no. of exercises.....	1 407.5	1 647.5
Entries for examination.....	687	1 034
Examinations passed.....	339	508
“ passed with distinction.....	302	447
“ failed.....	46	79

Subjects were as follows: history 72, literature 42, natural science 20, fine art and architecture 15, economics and political science 4, geography 2.

Increase in number of courses was greater in the longer than in the shorter courses, six lecture courses increasing 6 %, 12-lecture courses 10.5 %, 24-lecture courses more than 100 %. The increase in the number of examination candidates was partly due to special circumstances not likely to recur.

Referring to the decrease in aggregate average attendance attention is called to the fact that precise statistics are difficult to obtain. It is also suggested that the loss is apparent rather than real, the tendency toward longer courses probably reducing the apparent number of students, and the establishment of more centers in very small towns, where the average attendance is small, which has been a marked feature of recent years, also bringing down the average.

It is noted with satisfaction that all classes are represented at the lectures and statistics are given showing the large attendance in some of the industrial centers. Students associations, which meet for reading and discussion between the regular lectures, have become a valuable aid and their effect on the work done by the students is very noticeable.

As a result of conferences between the delegacy and the educational committee of the cooperative union the former has agreed to appoint class teachers in economics, industrial history and political science with a view to the improvement of teaching in those subjects. Joseph Owen has already been appointed as one such teacher.

Oxford summer meeting. Nearly 1100 persons attended this meeting as against about 850 in 1897, 93 Oxford and over 30 Cam-

bridge and London centers were represented. It is estimated that over 500 students came from these centers, this being a large increase over 1897. The number of foreigners present was also considerably larger, being 220 as against 143 for 1897. The *University extension journal* suggests that this rapid increase in foreign visitors will necessarily modify the character of the summer meetings and thinks that a very important international work may thus be achieved.

Reading college. In February 1899 the college was affiliated by degree of convocation to Oxford university, thus attaining rank next to that of a university college. It has also been recognized by the education department as a day training college. During the year there were 48 staff members and 925 registered students, exclusive of junior students and of students at the British dairy institute.

Victoria university. The following table gives statistics for 1897-98 and 1898-99:

	1897-98	1898-99
Courses	77	59
Lectures	728	473
Attendance	4 367	3 550
Examinations	552	387
Certificates of distinction.....	109	72
Passes	365	298
Failures	78	17

Pupil-teacher courses of 24 lectures each were given at four places and 363 sessional certificates were awarded, an increase of 36 over last year. The success at the Queen's scholarship examination for admission into training colleges, held in December 1897, of those who had previously obtained sessional certificates was again well marked.

The series of medical courses, the plan for which was outlined in the last report of the committee, was begun by a course on clinical bacteriology at the Chester infirmary.

The committee announce the founding of the Society for university extension in Liverpool and district. The Liverpool royal institution was largely instrumental in its organization. The cooperation of the lord mayor and a number of representative citizens gives promise of an active and successful career.

Spain

University of Oviedo. Work has been begun in three centers, Oviedo, Avilés and Langra. Subjects have included philosophy, economics, science and history.

Denmark

University extension association. This society, formed in April 1898 by combining already existing workingmen's and other educational associations, asked the University of Copenhagen for assistance. The university appointed a delegacy and work was begun at once in several centers. 19 courses of six lectures each were given by seven lecturers. Total attendance was 4648, 3111 men and 1537 women. About 1400 of the men were workingmen and about 360 of the women were teachers. A small state subsidy has now been secured, which will be used to help pay the expenses of the poorer centers.

Australia

Melbourne university. The university extension board offers to supply competent lecturers on application from local committees. Choice of lecturer and subject, the board supplying an ample list, time and place for delivery of lectures, methods of raising necessary funds, are left entirely to the local committees. The lecturer is freely accessible to all students for at least three quarters of an hour either before or after each lecture. Syllabuses are used and on payment of a small fee the student may be examined and receive from the board a certificate of the result.

University of Sydney. A board is appointed annually by the senate to have charge of university extension. Applications for lectures may be made by a public institution such as a school of arts, by a home reading circle or by a committee specially formed for the purpose. £30 is charged for a course of 10 lectures, £18 for six lectures, except in country towns, where the fee is £20 for 10 and £12 for six lectures. In both cases the lecturer's expenses must be added.

INSTITUTES

Brooklyn institute of arts and sciences. Work began September 29 and closed June 3. About 550 lectures, exhibitions, etc. were given to members. The prospectus for the year says: "The number of valuable courses of evening lectures and addresses that will be of very wide and general interest among the members will be greater than in any previous year, while the number of afternoon lectures has been increased."

Besides the regular work of the departments there were several series of addresses, part of them being under the joint auspices of the institute and other associations. Subjects of these courses are:

Subjects of great national interest

The old world in the new

The great European powers and their relations to the United States

The Spaniard and the Anglo-Saxon

The Spaniard and the American

Old historic towns and the early history of New England

Religious life of the Hebrews before the exile

Currency situation in the United States

Government of cities

General course

Power, wisdom and goodness of God as manifested in his work

The extension work of the institute is given under "Centers in New York."

New York: Cooper union. 690 pupils regularly attended the free night classes in science, a larger number than ever before. A farther advance in the standard of admission in algebra and geometry is recommended. This instruction is given in the evening high schools and a year's course in the institution can thus be saved and permit enlargement in other directions.

The free evening lectures have been continued, 45 having been given by the board of education, 17 by Columbia university and 53 by the People's institute.

Announcement was made in the report of the union for 1898-99 of the proposed experiment in regular university extension work. Five courses have been planned, one each in social science or civics, political economy, art, literature and mental and moral philosophy.

CORRESPONDENCE TEACHING AND READING CIRCLES

This report on correspondence teaching is supplementary to that given in extension bulletin 28 and schools described there are not mentioned here unless additional information of special interest has been received from them during the year or unless they publish a report of the year's work like that of the University of Chicago.

That schools are mentioned here for the first time does not necessarily mean that they have come into existence during the year, but that their circulars may have just reached us. We are now making a special effort to bring together as complete a collection as possible of circulars and other literature used by the schools and shall also try to obtain all available annual reports of their work.

The following list, together with that in extension bulletin 28, includes all schools of which we have information. No attempt has been made

to value them individually. Some are connected with universities and it is evident that their purpose is purely educational. Some are institutions established primarily to make money, yet they furnish high grade instruction and by wide and skilful advertising have secured a larger constituency than the universities, so that they can ask comparatively low fees, and are doubtless giving an equivalent return. Others, with no competent staff of teachers and no proper facilities for doing the work, are transiently in the field to make as much as possible out of the present call for correspondence teaching, regardless of whether the student receives any adequate return for his money. Mention of a school here is no evidence of its worth, as this is simply a list of correspondence schools in the country as far as we know them and is printed not to indicate inspection, approval or commendation but merely to show how widespread is the demand, which ought to be satisfactorily met, for teaching by correspondence.

SCHOOLS IN NEW YORK

Buffalo. *Bryant and Stratton correspondence school.* This is a department of the Bryant and Stratton Buffalo business school. It offers bookkeeping and other business subjects; also elementary courses preliminary to a business education and a few other subjects not directly allied, such as physiology and economics.

Chautauqua. *Literary and scientific circle.* The plan involves a course of reading and study covering the principal subjects of the college curriculum but omitting its drill in languages and mathematics. It aims to cover the entire ground each four years, giving the student an outlook over the field of learning and some acquaintance with literature, employing for this purpose handbooks and compendiums and referring to more extended works. A large part of the reading is in the *Chautauquan*, a monthly magazine published by Chautauqua and devoted to the interests of the C. L. S. C. and to education in general. Chautauqua also each year publishes numerous books specially prepared for reading circles on subjects under consideration at the time. The flexibility of the plan admits either individual or associated study.

Besides the home reading circles the work of Chautauqua includes summer schools and popular extension lectures. A letter from the vice-principal says: "We no longer give instruction by correspondence and have not since the endowed institutions have taken it up. They can carry it on to greater advantage than we were able to."

Ithaca. *Cornell university: college of agriculture.* The director's report says:

The university extension work throughout the state is organized under two bureaus, one of which comprises the nature study work and the farmers reading course, and the other the investigations. The work of both of these bureaus is supplemented by lectures given at farmers and teachers meetings and before the junior naturalist clubs. Personal help is also given to farmers who will undertake to cultivate small areas of land which may serve as object lessons, as well as for investigation.

My last year's report showed that 4800 farmers were enrolled in the farmers reading course; there are now upwards of 10,000 enrolled and at work. Instruction is conducted largely on the Chautauqua correspondence plan, supplemented wherever possible by personal instruction by some member of the staff. During the year five lessons were published and distributed, treating of: The soil, what is it?; Tillage and under-drainage, reason why; The fertility of the soil, what is it?; How the plant gets its food from the soil; and How the plant gets food from the air. Question papers were sent with each of these lessons; 600,000 pages in all have been printed and sent to pupils in the reading course.

There have been 7000 names added to the mailing list, by request, for teachers leaflets since my last report. The total number receiving the leaflets is now upwards of 25,000. During the year about 100 junior naturalist clubs have been formed, with a total membership of 2000.

New York city. *Electrical engineer institute of correspondence instruction (incorporated).* The school is divided into departments of electrical engineering, mechanical engineering, electro-therapeutics and chemistry. The catalogue gives full details of subjects covered in each course and charge for each. Over 20 different courses are given, most of them on special topics, with two or three more general ones. A list of references to some well-known men is given, headed by the name of Thomas A. Edison.

SCHOOLS OUTSIDE NEW YORK

Pennsylvania. *Philadelphia, Home correspondence school.* Spanish, Portuguese, French, Italian, German, literature, Latin, Greek, English, telegraphy, stenography and proofreading are offered. The proofreading course covers 14 weeks and aims to prepare the student for a position.

Neff college of oratory. The correspondence department gives instruction in oratory, personal psychology, mental development, literary interpretation, authorship, pedagogy. Tuition for 25 lessons, including book, \$11.

Washington, D. C. *Correspondence school of theology. Bible study and church history.* Three courses are offered, in theology, in Bible study and in church history. Instruction is also given in rhetoric and public

speaking and from the "department of specials" one may obtain information on any religious subject. This will be given him as a synopsis or in the form of a completed sermon. Each course of 42 exercises costs \$12 or the three courses \$30. Director, William Macon Coleman.

National correspondence institute (incorporated). This school, established in 1893, has departments of bookkeeping and business, shorthand and typewriting, civil service examinations, science and languages, engineering, journalism, English and law. The catalogue states that the institute is authorized under United States laws to confer degrees, and a four year course in graphic, historical, legal, library, linguistic, mathematical, mental, moral, natural and political science, leading to degree of bachelor of science is offered. Instruction in elementary and in college preparatory subjects is also given.

Florida. *De Land, Stetson university.* Courses are offered in all "studies which can be taught by means of correspondence." The fee for four weeks tuition in any study of academic grade is \$4, of collegiate grade \$6. Informal examinations by correspondence, involving no extra expense, are required of every student at intervals.

Occasional assistance may also be had by persons not taking a systematic course, the fee for which is determined by extent and importance of work.

Indiana. *Indianapolis, National correspondence schools (incorporated).* In the school of law several different courses are offered, varying as to purpose and length. Preparatory work in history and political economy is also given. Certificates are awarded on successful completion of courses or credit is allowed in Indianapolis college of law. To receive degree or diploma from this college, however, one third of the work must be done in residence. Fees run from \$10 for introductory course to \$50 a year for postgraduate work.

In the school of illustrating, newspaper sketching and magazine illustrating are taught.

Illinois. *Chicago, Chicago correspondence school of law.* This school, incorporated in 1892, offers a course of study of two years leading to the degree LL. B. and purposing to prepare the student to "pass an examination for admission to the bar of any state." A postgraduate course of one year leads to degree of LL. M. A business law course and a special course in which any branch may be taken are offered. Examinations are by correspondence, the student, to obtain diploma, being obliged to take oath that he has received no help. In Illinois diplomas

of law schools however do not admit to practice, an examination being necessary.

Chicago university, correspondence-study department. Statistics are as follows :

	1897-98	1898-99
Students holding over.....	411	488
New registrations.....	469	522
Lapsed courses renewed.....		39
Total registration.....	880	1049
Courses completed.....	181	282
Courses dropped.....	211	296
Instructors.....		71

Subjects

English language and literature.....	274
Semitic languages and literatures.....	94
Latin language and literature.....	90
Mathematics.....	84
History.....	70
Biblical and patristic Greek.....	63
Germanic languages and literatures.....	53
Pedagogy.....	46
Philosophy.....	42
Political science.....	41
New testament literature and interpretation.....	35
Sociology and anthropology.....	29
Botany.....	28
Romance languages and literatures.....	23
Greek language and literature.....	18
Old testament literature and interpretation.....	16
Political economy.....	13
Church history.....	12
Apologetics.....	5
Astronomy.....	4
Library economy and methodology.....	3
Homiletics.....	3
Comparative religion.....	1
Sanskrit.....	1
Geology.....	1

The director's report says :

The work of the correspondence-study department during the past year has shown gratifying increase both in total number of students enrolled and in better character of work and greater length of courses taken. One notes here as in other departments of the extension division that a great majority of the students are taking work because of their desire to get the help which comes from university supervision, and not at all because they care for university credit of any kind. This may

serve as an indication that the university would perhaps do a far more extensive, and from many points of view, more useful work if it could see its way to adapt the correspondence-study courses more immediately and directly to the needs of the people who desire such work. The somewhat rigid requirements set by the university in regard to length of courses, character of work, etc. combined with the high fees undoubtedly prevent very many people from taking advantage of the facilities which the university offers in this department.

There has been a steady improvement in quality of work done in this department from the beginning. The results accomplished have demonstrated the usefulness of the department, and the question may now be raised whether the time has not come for a considerable expansion of work. This is only possible, however, if the university should see its way clear to appoint a certain number of instructors who can give their whole time to this work. Thus far the instruction has been given entirely by members of the instructing staff, whose time is really mortgaged to other claims. They are not able, therefore, to give that careful and persistent attention to this department which is the condition of its highest usefulness. I recommend, therefore, the appointment of one or two instructors who shall give the major part of their time, or indeed all their time to the work of this department; and who shall see in it their most important occupation.

Michigan. *Battle Creek, School of applied art.* Courses are offered in all kinds of drawing including poster work and lettering and design. Fee for complete commercial course \$35; for commercial course in line \$25; in wash \$25; lettering and design \$12; teachers and general course \$16; preparatory course for color painting, architect's course and mechanical draftsman's course \$12 each. E. S. Pilsworth is art director.

Detroit, Pernin's shorthand institute. Teaches Pernin shorthand by mail. Regular course of 25 lessons costs \$15 including textbook and *Pernin stenographer* for one year. Fees for other special courses vary from \$10 to \$20.

Wyoming. *Laramie, University of Wyoming.* In addition to the regular university extension work a correspondence teaching department has been established. This, the catalogue says, is not intended to be a substitute for class work, but rather to offer to all interested in education an opportunity to review studies previously pursued or to take preliminary studies preparatory to completing the course at the university. The lecture courses can not reach all, since the scattered population of the state and the expense of travel render the formation of extension centers impossible in many places. The University of Wyoming therefore offers to teach certain studies by correspondence as nearly free as possible, to any one willing and competent to do good work.

A unit course includes 10 or more recitations and is equivalent to one term of resident work and will be recommended as such toward any

degree offered by the university ; it is provided however that not more than half the work required for a degree can be taken by correspondence. Examinations are conducted by responsible persons and certificates given.

Courses are offered in the various departments of the university and these may be supplemented by others chosen by the student. Fee for each course is \$5.

In addition to these formal courses the faculty are glad to assist private students or clubs by planning courses of reading, giving advice about books or furnishing other information needed by those who have not access to a complete library. Specimens of plants, insects and minerals sent to the university will be named and as far as possible questions asked in regard to them answered.

I N D E X

The superior figures tell the exact place on the page in ninths; e. g. 658³ means page 658, beginning in the third ninth of the page, i. e. about one third of the way down.

- Albany university extension center, lecture courses, 634⁹-35².
- American society for the extension of university teaching, 648⁶-50².
- Australia, extension work, 658³.
- Avilés (Spain), extension work, 657⁹.
- Battle Creek, correspondence teaching, 664⁵.
- Bevier, Louis, jr, lecturer, 629³.
- Bibliographies printed during year, 627⁶.
- Book union, Cambridge Eng., 654⁹-55².
- Boston, extension work, 647⁴-48². *See also* Lowell institute; Twentieth century club.
- Brooklyn institute of arts and sciences, extension work, 622⁶, 623², 6587-59³; lecture courses, 634⁵, 644⁵-45³.
- Brooklyn Y. M. C. A., lecture courses, 634⁵, 645³.
- Brown university, extension work, 648².
- Bryant and Stratton correspondence school, Buffalo, 660⁴.
- Buffalo, correspondence teaching, 660⁴.
- Bulletins printed during year, 627⁵.
- Burton, F. R., lecturer, 629⁷.
- California, extension work, 653⁸-54³.
- Cambridge (Eng.), extension work, 621⁹, 622¹, 6544-55²; laboratory courses, 654⁷.
- Catholic reading circle union, membership, 622⁹.
- Centers in New York, 6344-47³; registration, 626⁵, 627²; inspection, 627².
- Centers outside New York, 647³-58⁷.
- Chautauqua literary and scientific circle, membership, 622⁹; correspondence teaching, 660⁵.
- Chicago, University of, *see* University of Chicago.
- Chicago correspondence school of law, 662⁸-63¹.
- Chicago record's home study circle, 623².
- Circulars printed during year, 627⁵.
- Cities, extension teaching, 628⁴, 634⁴.
- Colby college, extension work, 647⁴.
- Colorado, extension work, 653⁸.
- Commons, J. R., lecturer, 630¹.
- Cooper union, extension work, 623¹, 659³; free lectures, 636⁵, 637⁹-39⁶, 646⁵.
- Cornell university, college of agriculture, extension work, 622⁸, 661¹.
- Correspondence school of theology, Bible study and church history, 661⁹-62¹.
- Correspondence teaching, 659⁶-65³; charges, 623⁷.
- Country districts, growth of extension teaching in, 628⁵.
- Course tickets, cost, 625⁵.
- Credit for extension work, 626²-27⁵.
- Denio, E. H., lecturer, 630⁶.
- Denmark, extension work, 628⁴, 658¹.
- Denver, University of, *see* University of Denver.
- Detroit, correspondence teaching, 661⁵.
- Dewey, Melvil, report as director, 621-28.
- Electrical engineer institute of correspondence instruction, 661⁵.
- Elkin, W. B., lecturer, 630⁸-31¹.
- England, extension work, 654³-57⁸.
- Extension lecturers, *see* Lecturers.
- Extension teaching, encouraging features, 621⁵-22²; courses discontinued, 622²; future, 627⁸-28⁶. *See also* Lecture courses.
- Extension workers, training, 624⁶-25¹.
- Farmers institutes, 622⁹.
- Farmers reading course, 622⁸, 661¹.
- Fees, 623⁵.
- Financial side of extension work, 6234-24².
- Florida, extension work, 650⁹-51¹; correspondence teaching, 662⁴.

- Free lectures, 623¹; in Philadelphia, 649⁸-50².
- Free lectures to the people, New York city, 621⁸, 622⁵, 636³, 636⁸-37⁸, 645⁶-46⁴.
- Furst, Clyde, lecturer, 631².
- Gloversville**, lecture courses, 634⁶, 645⁴.
- Griggs, E. H., lecturer, 631⁵-32⁴.
- Hendrick**, Welland, lecturer, 632⁵.
- Hollister (Cal.), extension work, 654³.
- Home correspondence school, Philadelphia, 661⁷.
- Home education institute, 624⁷.
- Illinois, extension work, 651⁴-52⁸; correspondence teaching, 662⁸-64⁴.
- Indiana, correspondence teaching, 662⁵.
- Indiana university, extension work, 651².
- Indianapolis, correspondence teaching, 662⁶.
- Inspection of centers, 627².
- Institutes, 658⁷-59⁶; for extension workers, 624⁶-25¹.
- Iowa, extension work, 653⁴.
- Johns Hopkins university, extension work, 650⁴.
- Kansas, extension work, 653⁵.
- Laboratory courses, Cambridge Eng., 654⁷.
- Langra (Spain), extension work, 657⁹.
- Lecture courses added during 1899, 629¹-58⁶.
- Lecturers, charges, 623³; training, 624⁶-25¹; added during 1899, 629³-34³.
- Leipziger, H. M., management of free lectures in New York city, 636³; report on free lecture course, 636⁸-37⁸.
- Liverpool, extension work, 621⁸; Society for university extension, 657⁸.
- London, extension work, 655⁸.
- London society, report, 621⁸.
- Low, Seth, quoted, 636¹.
- Lowell institute, extension work, 623¹, 647⁴.
- McClumpha**, C. F., lecturer, 632⁷-33³.
- MacVannel, J. A., lecturer, 633².
- Maine, extension work, 647⁴.
- Maryland, extension work, 650⁴.
- Massachusetts, extension work, 647⁴-48².
- Melbourne university, extension work 658³.
- Michigan, correspondence teaching, 664⁵.
- National** correspondence institute, Washington, 662².
- National correspondence schools, Indianapolis, 662⁵.
- Neff college of oratory, Philadelphia, correspondence teaching, 661⁸.
- New Jersey, extension work, 650².
- New York cathedral library, lecture courses, 635³, 645⁴.
- New York city, extension work, 621⁸, 622⁵, 635³-44⁴; free lectures, 621⁸, 622⁵, 636³, 636⁸-37⁸, 645⁶-46⁴; correspondence teaching, 661⁵. *See also* Cooper union; People's institute; People's university extension society; Teachers college.
- New York state, extension work, 634⁴-47³.
- Oviedo, University of, *see* University of Oviedo.
- Oxford (Eng.), extension work, 621²-22¹, 650¹-57²; summer meeting, 650²-57².
- Pennsylvania, extension work, 648⁶-50²; correspondence teaching, 661⁷.
- People's institute, lecture courses, 637⁹-39⁹, 646⁵.
- People's university extension society, lecture courses, 639⁹-41³, 646⁶.
- Pernin's shorthand institute, Detroit, 664⁶.
- Phases of extension work, 622⁴-23³.
- Philadelphia, extension work, 648⁶-50²; correspondence teaching, 661⁷.
- Printed guides, 625¹-26¹.
- Public libraries, establishing free lectures, 623¹.
- Publications, 627⁵.
- Pupil-teacher system, London, 655⁷.
- Reading circles, 659⁶-65³.
- Reading (Eng.) college, extension work, 628³, 657².

- Registration of centers, 626⁵, 627².
 Rhode Island, extension work, 648².
 Rochester, lecture courses, 634⁷, 647².
 Rutgers college, extension work, 650².
St Bartholomew's lyceum, New York, free lectures, 636⁴.
 San Francisco, extension work, 653⁸-54¹, 654³.
 San Jose, extension work, 653⁹, 654³.
 Santa Ana (Cal.), extension work, 654³.
 School of applied art, Battle Creek, correspondence teaching, 664⁵.
 Sing Sing, lecture courses, 634⁷, 647².
 Smith, C. S., report on People's institute, 638²-39⁸.
 Society for university extension, Liverpool, 657⁸.
 Spain, extension work, 657⁹.
 Stanford university, extension work, 654¹.
 State aid for extension work, 628¹.
 Stetson university, extension work, 623³, 650⁹-51¹; correspondence teaching, 662⁴.
 Stockton (Cal.), extension work, 654³.
 Students, credit for extension work, 626²-27⁵.
 Students associations, Oxford Eng., 656⁷.
 Students' meetings, 624³.
 Study clubs, registered, 622⁸.
 Summer meetings, 624³.
 Sydney, University of, *see* University of Sydney.
 Syllabuses, 625¹-26¹; printed during year, 627⁵.
 Syracuse, lecture courses, 634⁸, 647³.
 Tarrytown, lecture courses, 634⁸, 647³.
 Teachers college, lecture courses, 635⁷-36², 646⁶-47².
 Technical education board, London, 655⁸.
 Training of extension workers, 624⁶-25¹.
 Traveling libraries, number sent out, 622⁸.
 Twentieth century club, Boston, extension work, 623¹, 647⁶-48².
 University credit for extension work, 626²-27⁵.
 University extension association, Denmark, 658¹.
 University extension college, *see* Reading college.
 University of California, extension work, 653⁸-54¹.
 University of Chicago, extension work, 621⁶, 622⁴, 651⁴-52⁸; correspondence teaching, 663¹-64⁴.
 University of Denver, extension work, 653⁸.
 University of Iowa, extension work, 653⁴.
 University of Kansas, extension work, 653⁵.
 University of Oviedo, extension work, 657⁹.
 University of Sydney, extension work, 658⁵.
 University of Wisconsin, extension work, 652⁸-53³.
 University of Wyoming, extension teaching, 623³; correspondence teaching, 664⁷-65³. *See also* Wyoming university extension association.
 Van Siclen, G. W., lecturer, 633⁵.
 Victoria university, extension work, 657⁴; report on extension work, 622².
 Washington (D. C.), correspondence teaching, 661⁹-62³.
 Watrous, G. A., lecturer, 633⁵-34¹.
 Watsonville (Cal.), extension work, 654³.
 Whitney, J. E., on People's university extension society, 640³-44³.
 Wingate, C. F., lecturer, 634².
 Wisconsin, extension work, 652⁸-53³.
 Wyoming, correspondence teaching, 664⁷-65³.
 Wyoming, University of, *see* University of Wyoming.
 Wyoming university extension association, lecture courses, 653⁶.
 Young men's institute, New York, free lectures, 636⁵.
 Yuba (Cal.), extension work, 654³.

University of the State of New York

Home Education Department

PUBLICATIONS

Reports Bulletins Finding lists Circulars

Gaps in the series show that numbers omitted are replaced by later editions or for other reasons out of print.

- Home education** (formerly **Extension**) reports. University of the State of New York—Home education dep't. Annual rep't 1894—date. O. Albany 1895—date. *Price 75 cents a vol.*
- Home education** (formerly **Extension**) bulletins. University of the State of New York—Home education dep't. Bulletins. O. Albany 1891—date. *Price to advance subscribers 50 cents a year.*
- E1** (Regents bul. 17) University extension. 52p. Nov. 1891. *Price 10 cents.*
- E3** (Regents bul. 19) Extension teachers. 44p. Oct. 1892. *Price 5c.*
- E5** (Regents bul. 21) Development of university extension. 60p. May 1893. *Price 10 cents.*
- E7** (Regents bul. 27) Extension teaching. 72p. July 1894. *Price 10 cents.*
- E9** Summer schools. Ed. 2, enl. 144p. July 1895. *Price 15 cents.*
- E10** Russell, James E. Extension of university teaching in England and America: a study in practical pedagogics. 112p. Oct. 1895. *Price 15 cents.*
- E11** Study clubs. 234p. Nov. 1895. *Price 25 cents.*
- E12** Rep't of extension dep't 1894. 70p. Oct. 1895. *Price 10 cents.*
- E15** Class list of a \$500 library recommended for schools. Ed. 2, rev. 36p. Nov. 1896. *Price 5 cents.*
- E16** Public libraries report 1895 with statistics. 168p. Oct. 1896. *Price 15 cents.*
- E17** Extension teaching report 1895. 48p. Mar. 1897. *Price 5 cents.*
- E18** Library of 500 books and 35 periodicals selected for the state commission in lunacy for use in New York state hospitals. 28p. Mar. 1897. *Price 5 cents.*
- E19** Summer schools: 2d annual sup. 82p. May 1897. *Price 10 cents.*
- E20** Public libraries report 1896 with statistics. 172p. June 1897. *Price 15 cents.*
- E21** Study clubs: annual report 1896. 96p. Nov. 1897. *Price 10 cents.*
- E22** Extension teaching report 1896. 54p. Nov. 1897. *Price 10 cents.*
- E23** Study clubs: annual report 1897. 92p. Jan. 1898. *Price 10 cents.*
- E24** Public libraries report 1897 with statistics. 184p. Ap. 1898. *Price 15c.*
- E25** Summer schools report 1897-98. 80p. July 1898. *Price 10 cents.*
- E26** Extension teaching report 1897. 50p. July 1898. *Price 5 cents.*
- E27** Public libraries report 1898 with statistics. 72p. July 1899. *Price 10 cents.*
- E28** Extension teaching report 1898. 30p. Aug. 1898. *Price 5 cents.*
- E29** Study clubs report 1898. 100p. Dec. 1900. *Price 15 cents.*
- E30** Summer schools report 1899. 48p. July 1899. *Price 5 cents.*

E31 Public libraries and popular education. 230p. il. 2 maps. June 1900. *Price 40 cents.*

E32 Traveling pictures and schoolroom decoration. 158p. il. Dec. 1900. *Price 50 cents.*

E33 Public libraries report 1899 with statistics. 184p. Feb. 1901. *Price 25 cents.*

E34 Extension teaching report 1899. 52p. Mar. 1901. *Price 10 cents.*

E35 Study clubs report 1899. *In press.*

E36 Summer schools report 1900. 60p. Sep. 1900. *Price 10 cents.*

Traveling library finding lists. Annotated class lists of libraries for lending to local libraries, communities or extension centers. $7\frac{1}{2} \times 12\frac{1}{2}$ cm. *Price 2 cents each.*

For information regarding this system of libraries, address Home Education Dep't, Albany N.Y.

Lists 1-10, miscellaneous; 100 volumes each.

Lists 11-15, 17, 18, 21, 24, 25, 27, 29, 30, 32, 33, 35, 36, 38, 39, 40, 41, 43, 44, miscellaneous; 50 volumes each.

List 16, Mountainside library, 102 miscellaneous volumes selected by Edward Eggleston.

Lists 19, 20, 22, 23, 26, 28, 31, 34, 37, 42. Young peoples libraries, 25 miscellaneous volumes each.

Economics. One list of 50 and one of 25 volumes.

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Home education (formerly Extension) circulars. 1-36, large octavo; 37-date $7\frac{1}{2} \times 12\frac{1}{2}$ cm. Albany 1891-date. *Price 1 cent for each 8 pages; single copies of any in print sent free on application.*

C5 Moulton, R. G. The university extension movement. 16p. Nov. 1891.

C10 Adams, H. B. University extension and its leaders. 28p. Dec. 1891.

C36 Lists of extension teachers. 46p. Sep. 1899.

C37 Legislation bulletins. 6p.

C38 Traveling pictures. Photographs and lantern slides. 4p.

C39 Traveling libraries. 12p.

C40 Traveling pictures. Wall pictures. 8p.